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ABSTRACT

Designed for directors and staff members in bilingual vocational instructor training programs to be funded by the United States Department of Education, this monograph is a guide to competencies needed by bilingual vocational instructors. Chapter 1 discusses the project which developed the monograph. Chapter 2, Using the Monograph in Bilingual Vocational Instructor Training Programs, summarizes the state of the art and overviews instructor training techniques. Competency-based teacher education is also summarized. Chapter 3, Project Methodology, presents project scope, defines key terms, summarizes methodologies used to select the minimum competencies and develop the inventory (criterion-referenced test), and presents prerequisite competencies. Chapter 4, Minimum Competencies Essential for Vocational Skills Instructors in Bilingual Vocational Training Programs, provides detailed information about each of the twenty-two competencies: competency category, competency statement, rating by panel (as being very essential), list of types of activities instructors should perform, and rationale for inclusion. Chapter 5, Measuring the Competencies, summarizes methods to measure mastery of competencies. Most of the chapter focuses on procedures for administering the Bilingual Vocational Instructor Competencies Inventory and includes both forms. Appendixes include the Minimum Competencies Needed by Job-related English as a Second Language Instructors in Bilingual Vocational Programs and Instructions for Scoring the Inventory. (YLB)

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A MONOGRAPH FOR BILINGUAL VOCATIONAL INSTRUCTOR COMPETENCIES

Prepared as part of
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Kirschner Associates, Inc.
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A Monograph for Bilingual Vocational Instructor Competencies is the product of a series of efforts undertaken during a 20-month period, beginning in October 1978. Given that bilingual vocational instructor training is a new field of endeavor, the identification of competencies essential for instructors in bilingual vocational training programs and the development of a test or inventory to measure the competencies were not easy tasks. While many persons have contributed greatly to the success of the project, we want to extend special recognition to the following persons:

- Instructors in bilingual vocational training programs who generously agreed to be observed while teaching limited English-speaking trainees, to be interviewed by project staff on their teaching techniques, to share instructional materials with project staff, and to participate in the pilot test of the inventory

- Program directors of bilingual vocational training programs who allowed project staff full access to their programs, supported activities involved in the development of the Monograph, and assisted in the identification of participants for the pilot test of the inventory

- Program directors and instructor trainers in bilingual vocational instructor training programs who allowed full access to their programs, provided information on their curricula, and provided participants for the pilot test of the inventory

- Program directors of non-bilingual vocational programs, union training programs, universities and community colleges, and proprietary schools and organizations who assisted in the identification of non-bilingual instructors and instructor trainees for the pilot test of the inventory

- Instructors and instructor trainees in non-bilingual vocational training programs who participated in the pilot test of the inventory

- Panel members who provided valuable information on competencies and procedures for measuring the competencies

- Project officers at the U.S. Department of Education who provided valuable supervisory activities.

To each of you, the staff of A Monograph for Bilingual Vocational Instructor Competencies extends sincere appreciation.

CHAPTER I

INTRODUCTION

PURPOSES OF THE PROJECT

Bilingual vocational training is a departure from traditional vocational training because it includes, by definition, vocational training taught bilingually and job specific English-as-a-second language (ESL) instruction taught concurrently. As a new approach to job training for persons of limited English-speaking ability, bilingual vocational training has few clear standards for judging the quality of instruction. Few studies have been conducted to establish the kinds of training programs needed to prepare instructors who would be teaching in bilingual vocational settings. No common body of knowledge for guiding programs that offer instructor training has been identified. Thus, there is a need for identifying the instructional skills required of teachers in bilingual vocational training programs.

The major goal of the project is to identify and assess the minimum instructional competencies needed by bilingual vocational training instructors. These competencies will provide administrators and teachers with information to assist them in planning and operating programs to train bilingual vocational instructors. However, the project was not designed to establish how these instructor training programs should be organized and conducted. The specific objectives of the project are:

- To identify and assess the minimum competencies that bilingual vocational training instructors need in order to deliver instruction to persons of limited English-speaking ability
- To develop alternate forms of an individually administered criterion-referenced test or Inventory to measure the competencies
- To prepare a Monograph to be used by trainers of instructors for bilingual vocational training programs
- To conduct information workshops for potential users of the Monograph
- To publish the Monograph and disseminate it to the public.

The competencies identified relate to areas such as vocational education, bilingual vocational training, language proficiency, linguistics, instructional methods, materials use and adaptation, and assessment. Competencies relating to job skills peculiar to individual occupational areas or to specific native languages other than English are not included.

AUTHORIZATION OF THE PROJECT

A Monograph for Bilingual Vocational Instructor Competencies is one of a series of "Projects of National Significance," funded under Public Law 94-482 to support improvement of bilingual vocational education. Subpart 3, Section 186(a) of the Vocational Education Act authorizes funds to "...make grants and enter into contracts with States, or educational institutions, either public or private, to assist them in conducting training for instructors of bilingual vocational training programs...." This training is in response to the finding of the U.S Congress "that there is a critical shortage of instructors possessing both the job knowledge and skills and the dual language capabilities required for adequate vocational instruction of such language-handicapped persons and to prepare such persons to perform adequately in a work environment requiring English language skills, and a corresponding shortage of instructional materials and of instructional methods and techniques suitable for such instruction" (Subpart 3, Section 181).

DESCRIPTION OF BILINGUAL VOCATIONAL TRAINING

Bilingual vocational training provides vocational skills training to persons who, because of their limited English-speaking ability, are unable to benefit from vocational instruction provided only in the English language. The majority of the bilingual vocational training programs funded under Subpart 3 include persons whose native language is either Spanish or Chinese and who are learning entry level jobs in trade/industrial and office occupational areas (Kirschner Associates, Inc., 1980a). The purpose of the training, as defined by Congress, is to prepare limited English-speaking persons to perform adequately in a work environment requiring English language skills. Some States--such as California, Florida, New York, and Texas--have a few programs that have been in operation since the 1960s. Most bilingual vocational training programs and those funded by the U.S. Office of Education were established more recently.

Bilingual vocational training provides vocational skill training taught both in English and in the trainees' native language concurrently with job-related ESL instruction. The ESL instruction is specifically tailored to provide the English language speaking and understanding skills necessary for obtaining and retaining employment in the specific jobs for which the trainees are being prepared. Through bilingual vocational training, persons of limited English-speaking ability acquire job skills more quickly because they are able to learn more efficiently through both English and their native language the necessary occupational skills.

There are two common kinds of programs that traditionally have provided vocational skills training to limited English speakers:

- Programs that require the trainees to become proficient in English before entering vocational skills classes conducted monolingually in English

- Programs that provide a general, academic ESL course at the same time the vocational skills course is being conducted monolingually in English.

Neither of the above approaches can be classified as bilingual vocational training. When general proficiency in English is a prerequisite for entering job skills training classes, persons of limited English-speaking ability must delay their vocational skills training, thereby extending the time during which they must remain unemployed or underemployed. When general, academic ESL courses are conducted concurrently with vocational skills courses that are monolingual, i.e., in English only, two basic facts are ignored. First, it is more efficient to conduct job skills training bilingually. Second, English language proficiency requirements vary according to the type of occupation for which the trainees are being prepared.

The bilingual vocational training projects funded under Subpart 3 of the Vocational Education Act have adopted organizational and curriculum plans to ensure that the English language and job skills training components are coordinated. A program cannot be classified as a bilingual vocational training program without such coordination between the vocational skills class and the job-related ESL class.

In a bilingual vocational training program, the language and vocational skills instructors must coordinate their activities throughout the training program. This coordination takes many forms, such as joint planning of lessons and the sharing of information on specific language-related difficulties the trainees are having. Through such continuous coordination, the language instructor teaches job-related English vocabulary and language structures before they are needed in the vocational skills class. Thus, the ESL instructor paces the English language instruction in accordance with the trainees' language requirements in the job skills training class. The vocational skills instructor assists the language instructor by identifying essential job-related vocabulary and by identifying difficulties the trainees have that appear to be caused by their lack of English proficiency.

An important characteristic of bilingual vocational training programs is the extent English is used for instruction. When the program first begins, the vocational instructor may need to provide much of the instruction in the trainees' native language to avoid delaying the development of the vocational skills. However, as the program proceeds, more and more of the instruction will be in English, with the trainees' native language being used only when it is necessary to convey concepts that cannot be understood in English.

Another important characteristic of bilingual vocational training programs is the use of instructional materials written either in the

trainees' native language and/or in simple levels of English. In this manner, trainees can begin to learn vocational skills from the first day of the program.

USES OF THE MONOGRAPH

The Monograph has been designed for directors and staff members in bilingual vocational instructor training programs to be funded by the U.S. Department of Education. After reviewing the Monograph, directors and staff may analyze their own curricula to determine which of the competencies in the Monograph are currently being taught to their instructor trainees. The teaching of the competencies may be incorporated into existing courses or into a separate course. The competencies and the types of knowledge and skills included in each of the competencies may be reviewed before developing instructional activities and materials for the instructor trainees. The inventory may be used as a general measure of the knowledges and skills that instructors have when entering an instructor training program based on the competencies in the Monograph and when leaving the program. As an alternative to using the Inventory or in conjunction with its use, a rating system to observe instructor trainee performance of the competencies in actual teaching situations could be developed. When the complete Inventory is administered as a pretest, the director should identify those competencies in which instructor trainees did not perform well and emphasize these competencies during the program.

The Monograph, however, may be used in vocational instructor training programs other than bilingual vocational instructor training programs funded by the U.S. Department of Education. For example, instructor training programs providing training in non-bilingual vocational education to persons desiring to teach limited English-speaking students could develop a special course or course component in teaching in bilingual vocational training programs. Such a course would focus only on those competencies that are not included in other courses or components of the program.

Directors of bilingual vocational training programs may use the Monograph in several different ways. For example, the Inventory can be used during the screening process when potential instructors or applicants are being interviewed. <u>It should not be used, however, as the only screen for instructors</u>. In addition, a director may use the list of competencies as an agenda to discuss with the prospective instructor the kinds of teaching techniques that the instructor would use in the bilingual vocational training program. A more important use of the Monograph would be in the identification and development of inservice training programs for currently employed instructors who have not had formal or extensive training in bilingual vocational instructional methods. Sections of the Inventory could be used diagnostically to provide information on the specific kinds of training needs most required by such currently employed instructors.

The Monograph also may be used in any program where there are large numbers of limited English-speaking students in vocational classes. This includes organizations such as secondary schools, community colleges, private and public vocational schools, community/cultural organizations, Job Corps, and CETA. Supervisors and directors may use the Monograph to plan inservice training programs for instructors who are teaching the limited English-speaking students in these programs.

However the Monograph is used, it is important to keep in mind that it should serve as a guide and not as a complete description of all competencies needed by bilingual vocational instructors. Further development and refinement of the competencies should occur as bilingual vocational instructor training becomes more widespread.

OVERVIEW OF THE MONOGRAPH

The remainder of the Monograph is divided into four sections, as follows:

- Using the Monograph in Bilingual Vocational Instructor Training Programs, Chapter II
- Project Methodology, Chapter III
- Minimum Competencies Essential for Vocational Skills Instructors in Bilingual Vocational Training Programs, Chapter IV
- Measuring the Competencies, Chapter V.

Chapter II briefly describes several different approaches that can be used to train bilingual vocational instructors in the competencies. Chapter III describes the methodologies used to identify and verify the competencies and to develop and pilot test the Inventory. It also presents the scope of the project and definitions of key terms. Chapter IV presents information on the minimum competencies identified for vocational skills instructors. The final chapter, Chapter V, includes information on how to use the Inventory. (Appendix A presents the minimum competencies identified for job-related ESL instructors.)

CHAPTER II

USING THE MONOGRAPH IN BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAMS

This chapter summarizes the state-of-the-art in training bilingual vocational instructors and presents an overview of a variety of instructor training techniques. Competency-based teacher education is summarized at the end of the chapter.

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAMS

Federal funding for the development of bilingual vocational instructor training programs has been provided since 1978 when three institutions--a university, an educational consortium, and a cultural organization--received grants awarded under Public Law 94-482. Four programs have been funded by the U.S. Office of Education for the 1980 fiscal year. (These programs are listed in Appendix B.)

The bilingual vocational instructor training programs funded during the first two years of federal support have provided training to approximately 360 persons. Training has been provided to preservice educational personnel and to inservice personnel, i.e., to persons with no experience in bilingual vocational programs and to persons currently working in bilingual vocational training programs. Training has been conducted for vocational instructors and ESL instructors, as well as counselors, administrators, and other support personnel.

Most of the programs have provided courses in three major areas--bilingual vocational training, language training, and training in job skills in specific vocational areas. The courses offered in bilingual vocational training have provided instructor trainees with information about the special kinds of teaching techniques needed to provide vocational skill training to limited English speakers. Language courses have been offered in both English and a second language in order to increase the instructor trainees' proficiency in both languages. Vocational skills courses have been provided to upgrade the instructor trainees' job skills.

Each of the bilingual vocational instructor training programs uses existing curricula and instructional materials for their instructor trainees. No standard curriculum has been compiled for bilingual vocational instructor training programs. It is hoped that the identification of the minimum competencies essential for bilingual vocational instructors will provide a basis for refinement of the existing curricula.

OVERVIEW OF INSTRUCTOR TRAINING TECHNIQUES

The Monograph, as stated previously, is designed for educational personnel who are planning and developing programs to train both vocational skills and ESL instructors for bilingual vocational training programs. It is not a set of training materials. Parts of the Monograph, however, may be incorporated into training materials, especially the descriptions of the competencies. Additional materials would need to be developed to train instructors in the knowledge and skills required for each competency. (See Hamilton et al., 1977, for examples of training materials.)

It is important, also, to keep in mind that the Monograph may be used in different kinds of instructor training programs--degree-granting and non-degree programs as well as preservice and inservice programs. This is because there is no relationship between the degree-granting status of an institution and the quality and diversity of the bilingual vocational instructor training that it can provide. Non-traditional training organizations--such as community organizations--have successfully offered a variety of kinds of bilingual vocational instructor training. Also, the competencies were selected without consideration of whether a particular competency should be required only of an experienced instructor or of all instructors--experienced and inexperienced. The project identified the competencies needed for effective instruction in bilingual vocational training programs--regardless of the amount of prior teaching experience of the instructor trainees.

Many different techniques can be used in training instructors in the competencies identified in this Monograph, including lectures, seminars, workshops, microteaching, internships/practicums and teacher centers. Most training programs use combinations of these techniques, e.g., the staff will use lectures in combination with practicum experiences for preservice training, or staff will use workshops in combination with microteaching experiences for inservice training. Combinations of the techniques are appropriate in order to provide bilingual vocational instructors with instruction and practical experience in the minimum competencies. Descriptions of each technique follow.

Lectures

Lectures are an effective way of introducing new materials to bilingual vocational instructor trainees. For example, a lecture would be appropriate for introducing and explaining a concept of bilingual vocational training to persons not familiar with it. It would also be appropriate as a first step in explaining each of the minimum competencies presented in the Monograph. Lectures, however, offer a passive way of learning, because learners are involved mainly with note taking and have little opportunity to participate through questioning or discussion. For that reason, brief lectures should be combined with other techniques in order to provide instruction in the minimum competencies.

Seminars

Seminars or small group discussions are an effective follow-up to a lecture. For example, after a lecture has been presented on a competency of bilingual vocational training, a group seminar could be held on the various techniques of providing vocational skills training to limited English speakers. The discussion, then, would focus on the special techniques to be used in providing bilingual vocational training. Another appropriate use of seminars for bilingual vocational instructor trainees would be to hold seminars after the instructors have had a chance to practice the competencies in classrooms with limited English speakers, such as through microteaching or practice teaching experiences. Discussions during the seminar, then, would focus on any problems that the instructors had in performing the behaviors under each of the competencies and how these problems could be solved.

Workshops

In training bilingual vocational instructors, an appropriate topic to include in a workshop would be procedures used to adapt materials for limited English-speaking trainees. After presenting techniques that may be used to adapt materials, the remainder of the workshop would be devoted to adapting materials from the instructor trainees' own classes under the guidance of an instructor trainer. Workshops could also be held on the development of procedures to measure trainee progress and on the special kinds of planning activities necessary in bilingual vocational training programs. A workshop, as the term implies, actively involves instructor trainees in activities, such as developing materials that can be used in their classes or practicing ways to teach limited English-speaking trainees.

Microteaching

Microteaching is a very efficient way of providing practice in the minimum competencies related to instructing limited English-speaking trainees. For example, after instruction has been provided to the instructor trainees in how to conduct a demonstration of a specific job skill, each instructor trainee would then teach a microteaching session. This would be a short (15 minutes) lesson in which one specific job skill is demonstrated to a small number, perhaps eight, of trainees in a bilingual vocational training program. (As an alternative, the session would be taught to other instructor trainees who would roleplay responses of limited English-speaking trainees in bilingual vocational training programs.) The microteaching session would focus only on how well the instructor trainee has mastered the competency of conducting a demonstration of a specific job skill. The session would be observed and reviewed by the other instructor trainees as well as by the microteaching leader. Feedback as to how the competency could be improved would be given to the trainee who presented the lesson.

Internships/Practicums

These two techniques are discussed together because they have a common characteristic--an instructor trainee practices teaching in a bilingual vocational program. Interns, who are generally on probation for one year, are directly responsible for a classroom, with close supervision being provided by either a master teacher or a staff member from the instructor training program. Practice teachers, on the other hand, work under the supervision of an experienced teacher in the classroom for a shorter period of time, often ten weeks. These two techniques are more appropriate for preservice bilingual vocational instructor trainees than for inservice trainees. Although not widely in use currently in the federally-funded bilingual vocational instructor training programs, they probably will increase in use as bilingual vocational instructor training becomes more widespread.

Internships/practicums can be used by different kinds of instructor training programs. For example, a university providing preservice training could assign its instructor trainees to a nearby exemplary bilingual vocational training program at the end of their formal coursework for a practice teaching experience. The instructor trainees, therefore, would be able to practice all the minimum competencies under the supervision of an experienced bilingual vocational instructor. A non-degree-granting program could provide practice teaching in the same manner. For example, one of the instructor training programs funded by the U.S. Office of Education trains both preservice instructors as well as limited English-speaking trainees. In this program, the instructor trainees are assigned to teach lessons to the limited English-speaking trainees under the supervision of the master bilingual vocational instructor in the program. Bilingual vocational training programs may also participate in internships by agreeing to accept instructor trainees for a one-year probationary period.

Teacher Centers

Teacher centers--which are operated by and for teachers--offer new instructional materials and/or lesson ideas and emphasize active, exploratory, and frequently individualized work for the attending instructors. Although no centers developed specifically for bilingual vocational instructors now exist, teachers in areas with high concentrations of vocational training programs for limited English speakers could set up a bilingual vocational teacher center. Such a center might have materials that address each of the minimum competencies identified in the Monograph. The leaders of such centers would be experienced bilingual vocational instructors.

COMPETENCY-BASED TEACHER EDUCATION

The Monograph may be used in any bilingual vocational instructor training program, not only in those that are competency based. However,

because the Monograph presents competencies as well as an Inventory to assess the competencies, it can easily be used in competency-based programs. This section presents an overview of these programs.

Competency-based teacher education, often called performance-based teacher education, is a management system that was first applied to teacher education programs in 1968 (Knaak, 1977). A survey by the National Center for Education Statistics (1977) found that approximately half of the nation's teacher education programs had developed and adopted written statements of learning objectives and competencies and an additional one-third were developing or awaiting approval of such statements. Thus, since 1968, competency-based teacher education has become very widespread.

The distinguishing characteristics of competency-based teacher education are as follows:

- Precise objectives are stated in behavioral terms.
- The criteria to be applied in assessing the competencies are made explicit and public and are negotiable.
- Instructor trainees are held accountable for meeting these criteria.
- In establishing training objectives, instructor trainers take into account each instructor trainee's level of achievement.
- Instructor trainers are held accountable for effectiveness of the planned program.
- The length of time that instructor trainees can take to achieve mastery in the competencies can vary, although all instructor trainees must achieve at least a minimum level of mastery for each objective.
- The emphasis is placed on exit requirements, with considerable flexibility in entrance requirements (Schmieder, 1973).

In developing a competency-based bilingual vocational instructor training program, an institution or community-based organization would first review the minimum competencies identified in this Monograph to determine the specific information or skills that need to be learned. Additional competencies specific to a vocational area or to a language area might next be generated, as well as other general instructor competencies not identified in the Monograph. Subsequently, the specific skills to be included in each competency would be identified. (Note that suggested skills included in each competency are listed for all competencies in this Monograph.) Assessment procedures for competencies identified that are not in the Monograph would be developed, either in

written form or in a performance test form. The pre-assessment procedures would be administered to all instructor trainees when they entered the program. Individualized learning activities would be developed for each instructor trainee, based only on the competencies that are not already mastered by the trainee. A trainee would take the post-assessment whenever he or she were ready. If the trainee has mastered the competency, she or he would proceed to instruction in the next competency. If the trainee has not mastered the competency, additional materials on the particular competency would be assigned (Knaak, 1977).

Competency-based teacher education (CBTE), therefore, has characteristics that make it especially relevant to the training of bilingual vocational instructors. Of special relevance is the fact that CBTE programs emphasize exit criteria and not entrance criteria, because there are many craftsmen or tradesmen who are highly skilled in a vocational area and are bilingual, but who do not have any teacher training or teaching experience. Such persons can be trained only in the minimum competencies and then assigned to teach in bilingual vocational training programs. Also of relevance is the fact that competency-based teacher education ensures that the instructor trainees receive instruction only in those competencies that they have not mastered. Much of the inservice training for bilingual vocational instructors is of short duration; thus, it is important that the training focus only on those competencies most needed by the instructors.

Anyone developing a bilingual vocational instructor training program should be aware of the many existing competency-based vocational teacher education programs. Some of these are listed in the bibliography for the Monograph.

CHAPTER III

PROJECT METHODOLOGY

This chapter of the Monograph presents the scope of the project, defines key terms, summarizes the methodologies used to select the minimum competencies and to develop the Inventory, and presents the prerequisite competencies. More details on project methodologies are provided in the Final Report of the project (Kirschner Associates, Inc., 1980b).

SCOPE OF THE PROJECT

The project identified minimum competencies for both vocational and ESL or language skills instructors in bilingual vocational training programs. Although bilingual vocational training programs often have other personnel, such as instructional aides and job developers/counselors, these personnel were not included in the current project when identifying the competencies. Also, many different occupational areas are included in bilingual vocational training programs for trainees of different native language backgrounds. However, as stated in the Request for Proposal from the U.S. Office of Education, competencies specific to occupational areas or to the trainees' native languages were not to be included. Thus, the project was limited to identifying minimum competencies that are required of instructors in any bilingual vocational training program, regardless of the specific vocational skill taught in the program or the language background of the trainees.

Two kinds of competencies were identified--prerequisite competencies and instructional competencies. The prerequisite competencies consist of those skills and understandings that are not likely to be mastered during a relatively short instructor training program. They include competencies related to job knowledge and skills for a specific occupation, dual language proficiency (English and the native language of the trainees), and cultural awareness. Short-term instructor training programs should use these prerequisite competencies to select potential instructor trainees, but longer training programs may include them as part of the instructor training curricula. The prerequisite competencies are not included in the Inventory because there are existing measures of vocational and ESL skills and of language proficiency that can be used (cf. Buros, 1978).

The instructional competencies consist of knowledge and skills required for successful classroom instruction and for helping students to obtain employment. The instructional competencies are grouped into five categories: Plan for Instruction, Use Instructional Materials and Equipment, Provide Instruction, Prepare for the Employment of Students, and Measure Student Progress.

An Inventory, or criterion-referenced test, was developed to measure the minimum competencies only for those instructional competencies judged

as "most essential" for vocational instructors in bilingual vocational training programs. The requirements of the project specified that one paper and pencil criterion-referenced test with two forms, for pretesting and posttesting, be developed. Thus, the Inventory does not include any items that measure the minimum competencies identified for ESL instructors and, as stated above, measures only instructional competencies needed by vocational skills instructors.

DEFINITIONS OF TERMS

Throughout this Monograph the terms "vocational instructors," "job-related ESL or ESL instructors," "competency," and "criterion-referenced test" are used. These terms are defined below.

Vocational Instructor - the individual with primary responsibility for providing instruction in the occupational skill area, such as welding, culinary arts, business education, or construction. This term does not include persons who assist the vocational instructor by supervising skills practice, developing job opportunities, or translating instruction from English into the trainees' native language.

ESL or Language Instructor - the individual with primary responsibility for providing instruction in the use of the English language required for a specific job and job environment. Frequently, this instructor is called the English-as-a-second language instructor or the ESL instructor. This term does not include persons who provide general training for improving the English language proficiency of trainees, nor does it include persons who assist the language instructor by supervising skills practice.

Competency - a functional performance that experienced or master instructors demonstrate in their day-to-day teaching. Instructional competencies identified for this Monograph are of two types: cognitive or knowledge competencies and performance or behavioral competencies. Although knowledge of a competency is a prerequisite to successful performance of a competency, the emphasis must be placed on the successful performance of the competency.

Criterion-Referenced Test - a test that measures an individual's status with respect to a well-defined behavioral domain. Criterion-referenced tests, when administered as mastery tests, should discriminate between groups of persons who have received instruction in the skills tested and those who have not received any instruction.

METHODOLOGY FOR IDENTIFYING THE COMPETENCIES

Minimum competencies for bilingual vocational instructors were identified through three sources: (1) an extensive literature review, (2) on-site observations of classroom instruction, and (3) recommendations of competencies by members of an Advisory Panel.

The literature review was completed during the first three months of the project. The purpose of the review was to develop a list of potential competencies other projects in vocational education, second language teaching, and bilingual vocational training had identified. The major sources reviewed were the Resources in Education, the Current Index to Journals in Education, the National Technical Information Service, and grant proposals and evaluation reports of the bilingual vocational training programs funded by the U.S. Office of Education. Complete copies of all reports directly relevant to this project were examined. From these reports, all specifically stated instructor competencies were recorded, as were suggestions for effective teaching techniques that could be potential competencies.

Project staff conducted on-site observations at 5 of the 12 bilingual vocational training programs funded by Subpart 3 of the Vocational Education Act in 1978-1979 and at all three of the instructor training programs funded that year. The director identified the most effective instructors and then Kirschner Associates staff conducted observations in both vocational and language classes. During subsequent interviews, instructors identified instructional techniques that they had found to be effective with their limited English-speaking trainees. At the three instructor training programs, the site visits focused on gathering information about the content of the training, including course outlines and instructional materials being used.

An Advisory Panel consisting of seven persons who are experts in either vocational education, bilingual vocational education, or language/ESL instruction also recommended competencies for use in the project.

More than 1,500 competency statements were identified through the three sources. In order to reduce the number of competencies to a reasonable number that could be reviewed in detail by panel members, project staff conducted a detailed review process of all identified competency statements. During the review process, the competencies were grouped into categories and all duplications were deleted as were competencies that appeared to be subskills of other, more inclusive competencies and competencies that appeared to be too general. This iterative review process resulted in the development of a list of 169 competencies for the first formal review by the panelists.

The process of selecting and verifying the minimum competencies was conducted through reviews by two panels: an Advisory Panel that assisted project staff in the refinement of the methodologies used in the project and in reviews of materials produced, and an Experts/Practitioners

Panel of 51 members. (A list of all panelists is included in Appendix C.) For each of the three reviews, panel members were asked to rate each competency according to its "essentialness" for vocational instructors and for language instructors. The rating scale consisted of four points: Not At All Essential, Probably Not Essential, Somewhat Essential, and Very Essential. Each reviewer was also asked to suggest additional competencies, revise the competency statement, and/or indicate whether the competency had been assigned to the most appropriate category.

For the first review, the 169 competencies were classified according to the following categories: Prerequisites (36), Plan for Instruction (29), Use Instructional Materials and Equipment (12), Manage the Classroom (10), Provide Instruction (40), Coordinate On-the-Job-Training (6), Prepare for the Employment of Students (17), and Measure Student Progress (19). Forms for reviewing each of the competencies were developed and sent to the panelists. The returned ratings of the competencies for vocational and language instructors were keypunched, and summary tables of frequencies and percentage distributions per rating were prepared. Next, the following characteristics of each competency were reviewed: rank order of the rating scores; appropriateness for vocational instructors only, ESL instructors only, or for both types of instructors; significant differences between ratings by reviewers with strong vocational education backgounds and by reviewers with strong language instruction backgrounds; suggested revisions; degree of overlap with other competency statements; and appropriateness of the category to which the competency had been assigned.

After completing all analyses, 87 competency statements for vocational instructors and 71 for ESL instructors were selected and sent out for the second review. Some of these competencies applied to vocational instructors only, some to ESL instructors only, and some competency statements to both types of instructors. The changes for the second review included reducing the number of Prerequisite competencies from 36 to 12 for vocational instructors and to 14 for ESL instructors; Plan for Instruction competencies from 29 to 23 for vocational instructors and to 20 for ESL instructors; Use Instructional Materials and Equipment competencies from 12 to 7 for vocational instructors and to 6 for ESL instructors; Manage the Classroom competencies from 10 to 6 for vocational instructors and to 4 for ESL instructors; Provide Instruction competencies from 40 to 17 for vocational instructors and to 16 for ESL instructors; Coordinate On-the-Job Training competencies from 6 to 0 for ESL instructors (none were deleted for vocational instructors); Prepare for the Employment of Students from 17 to 7 for vocational instructors and to 2 for ESL instructors; and Measure Student Progress from 19 to 9 each for both vocational and ESL instructors.

After completing all analyses of the second review, 60 competencies for vocational instructors and 55 for ESL instructors were selected for the third review. Once again, the number of competencies for each category was reduced, with the exception that additional Prerequisite competencies were identified for both types of instructors. The category

of Coordinate On-the-Job Training was dropped because many programs do not provide such training, and the competencies in Manage the Classroom were either dropped or moved to other categories. Most of the reductions were accomplished by revising competency statements to make them more inclusive in terms of the skills involved.

During the third or final review, panel members were asked to specify more precisely the standards for the Prerequisite competencies. For example, language proficiency requirements in the trainees' native language and in English were identified through the use of an adaptation of the Foreign Service Institute rating scales (see Appendix D), and the cultural awareness or affective competency was further delineated by indicating agreement or disagreement with nine basic areas. The panel also was required to indicate how many years of work experience a vocational instructor should have in the occupational skill area and how much formal training the language instructor should have.

After the final review, 31 minimum competencies were selected for vocational instructors and 22 for ESL instructors. Presented below in Exhibit 1 are the number of competencies selected for each category for the two types of instructors.

EXHIBIT 1

NUMBER OF MINIMUM COMPETENCIES SELECTED FOR
EACH COMPETENCY CATEGORY FOR
VOCATIONAL AND ESL INSTRUCTORS

	Vocational Instructors	ESL Instructors
Prerequisites	9	11
Plan for Instruction	8	5
Use Instructional Materials and Equipment	3	1
Provide Instruction	6	3
Prepare for the Employment of Students	2	0
Measure Student Progress	3	2
TOTALS	31	22

When all competencies except Prerequisites are considered, five of the competencies are similar for both vocational and ESL instructors--two each in Plan for Instruction and Measure Student Progress, and one in

Use Instructional Materials and Equipment. Thus, 17 of 22 vocational instructor competencies and 6 of the 11 ESL instructor competencies are unique to each instructor.

METHODOLOGY FOR DEVELOPING THE INVENTORY

The first step in developing items for the Inventory was the specification of all skills included in each of the vocational instructor instructional competencies. A major source of these skills was the lists of competencies that had been deleted because they were subskills of other, more general competencies. Another major source was the descriptions provided by the panelists. During the final review of the competencies, each panelist was asked to list the successful behaviors involved in each of the competencies, i.e., to describe what they would see an instructor doing who had mastery of the competency, and to describe unsuccessful behaviors, i.e., what they would see an instructor doing who did not have mastery of the competency. Secondary sources used were materials from competency-based vocational teacher education programs and other teacher training materials. Using these sources, two parallel forms of the Inventory were developed.

For the initial review of the Inventory, a sample set of test items was sent to panel members for a critique of content as well as procedures and format. The complete Inventory, Form A and Form B, was sent out to members of both panels for a detailed content analysis during the second review. Each panel member performed a general review of all test items, indicating whether each item measured skills actually required of bilingual vocational instructors, whether the answer shown as correct was actually the best response, and whether other problems could be identified, such as educational jargon, ambiguity, incorrect vocational terms, inappropriate job skills, and racial, ethnic or sex bias, discrimination or stereotyping. One change adopted as a result of the initial review was the deletion of names of instructors and the names of languages spoken to avoid any possibility of ethnic stereotyping.

A more intensive review was performed at the same time by each panel member on a subset of items related to the panelist's area of expertise. This intensive review focused on identification of other skills that should be measured, proper assignment of skills to a competency, relationships among items within a competency or across competencies, and problems of selecting the correct response from among two or more plausible responses. Based on these critiques, the items were revised.

The revised Inventory was then field tested on 17 persons--five master bilingual vocational instructors, five master non-bilingual instructors, and seven preservice or novice instructors with no training or experience. All materials were mailed to the field test participants.

The major purpose of the field test was to establish that the directions were clear enough for self-administration and to check for items that appeared to be extremely difficult or extremely easy for the participants. Project staff members revised the items, with the resulting Inventory being used in a full-scale pilot test.

Four groups of participants were identified for the full-scale pilot test: (1) master bilingual vocational instructors, (2) master non-bilingual vocational instructors, (3) novice bilingual vocational instructors, and (4) novice non-bilingual vocational instructors. The bilingual instructors, both masters and novices, were identified by bilingual vocational training project directors in the U.S. Office of Education funded programs as well as in State and locally funded programs. The non-bilingual instructors, both masters and novices, were identified by faculty members at universities providing non-bilingual vocational instructor preservice and inservice training and by supervisors and directors of community colleges and other organizations providing non-bilingual vocational training and services. Both forms of the Inventory, a set of instructions for completing the Inventory, answer sheets for both forms, and a background questionnaire on occupational training, professional educational training, and language ability were mailed to all participants. Participants were also asked to critique various aspects of the Inventory and instructions for completion. Follow-up calls were used to increase the response rate.

Completed materials were received from 299 persons. An analysis of the data on the background questionnaire, however, revealed that not all participants met the criteria set for their group. Tests from participants who did not meet the established criteria (listed in Appendix E) or who had missing data on one or more of the criteria, were deleted. The sample for the final analyses of the pilot test of the Inventory contained 165 persons--39 master bilingual vocational instructors, 72 master non-bilingual instructors, 12 novice bilingual instructors, and 42 novice non-bilingual instructors.

The pilot test version of the Inventory contained 156 items on each form. (See the Final Report for the complete pilot test version of the Inventory and for technical data from the pilot test.) Such a large number of items were pilot tested in order that a smaller number of items that discriminated between master and novice instructors could be identified. The scope of the project did not allow for a design in which instructors were pretested with the Inventory prior to instruction in the competencies and posttested with it after instruction, a more common procedure for determining the validity of a criterion-referenced test. The assumption was made that instructors with teaching experience and professional teacher training should score higher on measures of the competencies than instructors with no experience and no training. Therefore, the major focus of the analyses was on developing a test that would discriminate between master and novice instructors. Cross-tabulations were used to identify items that discriminated between master and

novice instructors. Analyses of variance were conducted to verify that masters scored significantly higher than novices on each category score and the total score of both test forms. The final version of the Inventory contains 37 items for Form A and 45 items for Form B.

The final Inventory and instructions for administering it are included in Chapter V.

PREREQUISITE COMPETENCIES

As indicated earlier in this chapter, Prerequisite competencies were identified in three basic areas: (1) language proficiency, (2) vocational or language skill training and experience, and (3) cultural awareness or affective competencies. Although some classroom time in instructor training programs may be devoted to these Prerequisite competencies to increase the trainees' level of proficiency, instructor trainees accepted into a short-term training program must already possess a high level of proficiency in each Prerequisite competency area.

Exhibit 2 presents the Prerequisite competencies judged as essential for vocational instructors and ESL instructors in bilingual vocational training programs.

EXHIBIT 2
PREREQUISITE COMPETENCIES FOR VOCATIONAL AND JOB-RELATED ESL INSTRUCTORS IN BILINGUAL VOCATIONAL TRAINING PROGRAMS

COMPETENCY CATEGORY/ Specific Competency	For Vocational Instructors	For Bilingual Vocational ESL Instructors
LANGUAGE PROFICIENCY		
Trainees' Native Language	Level 3 on the Foreign Service Institute language proficiency rating scale - Minimum Professional	Level 3 on the Foreign Service Institute language proficiency rating scale - Minimum Professional
Speaking/Understanding	Able to participate effectively in most formal and informal conversations on practical, social, and professional topics	Able to participate effectively in most formal and informal conversations on practical, social, and professional topics
Reading/Writing	Able to read newspaper items addressed to the general reader, routine correspondence, reports and technical materials in the special field and to write similar materials	Able to read newspaper items addressed to the general reader, routine correspondence, reports and technical materials in the special field and to write similar materials
English	Level 4 on the Foreign Service Institute language proficiency rating scale - Full Professional	Level 5 on the Foreign Service Institute language proficiency rating scale - Native or Bilingual
Speaking/Understanding	Able to use the language fluentiy and accurately on all levels normally pertinent to professional needs	Able to use the language fluently and understand the language usage accurately with the proficiency equivalent of an educated native speaker
Reading/Writing	Able to read and write all styles and forms of the language	Able to read and write all styles and forms of the language with the proficiency equivalent to an educated native speaker
VOCATIONAL/ESL EXPERIENCE		
Formal Education/Degree	None	Bachelors degree or the equivalent
Certification	Current occupational credential, certificate or the equivalent, when required by State	Current teaching certificate or the equivalent, when required by State
Work Experience	At least three years working experience in the specific occupational area	Knowledgeable of language instructional principles and techniques, including: Procedures for ensuring maximum practice of English Specific areas of interference between the students' native language and English Specific areas of positive transfer between the students' native language and English Psycholinguistic and sociolinguistic factors related to second-language learning
CULTURAL AWARENESS/AFFECTIVE	Sensitive to students' cultural attitudes toward learning	Sensitive to students' cultural attitudes toward learning
	Sensitive to students' cultural attitudes toward work	Sensitive to students' cultural attitudes toward work
	None	Sensitive to students' cultural attitudes toward school
	Sensitive to students' cultural beliefs about social structures, including family and authority figures	Sensitive to students' cultural beliefs about social structures, including family and authority figures
	Sensitive to the cultural stigma associated with some words	Sensitive to the cultural stigma associated with some words
	Motivated to teach	Motivated to teach

CHAPTER IV

MINIMUM COMPETENCIES ESSENTIAL FOR VOCATIONAL SKILLS INSTRUCTORS IN BILINGUAL VOCATIONAL TRAINING PROGRAMS

INTRODUCTION

This chapter provides detailed information about each of the 22 competencies listed in Exhibit 3 that are required of bilingual vocational instructors in bilingual vocational training programs. The descriptions for each competency are designed to assist users of the Monograph and the Inventory in understanding the skills included in each competency and in planning preservice or inservice instructor training activities.

Each page of this chapter presents a competency for bilingual vocational instructors. After the competency category and the competency statement have been presented, data are provided on the "rating" of the competency. The rating data indicate the percent of panel members who judged the competency as being "very essential" for vocational instructors in bilingual vocational training programs. Unless indicated otherwise, the rating is based on the total of all panelists. When panelists with vocational backgrounds rated the competency significantly higher than those with ESL backgrounds, the rating reported is only for vocational panelists.

The types of activities that bilingual vocational instructors should perform--if they have mastered the competency--are presented for each competency. This listing of the activities under each competency, labelled "Instructors Will," is included to help users understand more fully the range of skills or activities required for the successful performance of the competency. Two characteristics of the list should be noted. First, the list is intended to be illustrative rather than exhaustive. Planners of curricula for bilingual vocational instructor training programs should consult additional sources of information when developing instructional modules for a competency. Second, the Inventory test items for each competency measure only a few of the skills listed because many of the activities are very difficult to measure with a paper and pencil test.

The narrative under "Rationale for Inclusion" provides a brief explanation of the importance of the competency and the interrelationships among the major skills/activities in the list. It also provides some indication of the sequence in which the skills/activities might be performed.

Information on each of the competencies required of ESL instructors in bilingual vocational training programs is included in Appendix A. For each competency, the rating by panel members is presented as are the types of activities that ESL instructors should perform if they have mastered the competency. However, no "Rationale for Inclusion" is presented. The project, as stated earlier, focused on vocational skills instructors.

EXHIBIT 3

MINIMUM COMPETENCIES NEEDED BY BILINGUAL VOCATIONAL INSTRUCTORS
COMPETENCY CATEGORY/COMPETENCY STATEMENT

PLAN FOR INSTRUCTION

1. Identify the vocational skills currently required in the specific job
2. Develop performance objectives
3. Develop a course outline
4. Organize the vocational laboratory to simulate the job environment
5. Develop lesson plans
6. Develop bilingual vocabulary lists of the words most frequently used in the specific job
7. Plan for bilingual job safety instruction
8. Coordinate vocational skill instruction with the ESL instructor

USE INSTRUCTIONAL MATERIALS AND EQUIPMENT

1. Assess instructional materials in terms of the vocational skills currently required in the specific job
2. Select printed and audiovisual instructional materials for trainees of limited English-speaking ability
3. Adapt materials used in the specific job for trainees of limited English-speaking ability

PROVIDE INSTRUCTION

1. Determine when instruction provided in English is understood
2. Use trainees' native language when instruction in English is not understood
3. Present an explanation
4. Conduct a demonstration of a job skill
5. Guide trainee practice
6. Permit trainees to learn at an individual pace

PREPARE FOR THE EMPLOYMENT OF STUDENTS

1. Assist trainees in obtaining a job
2. Prepare trainees for working in a specific job environment

MEASURE STUDENT PROGRESS

1. Prepare instruments/procedures to evaluate performance
2. Determine whether the trainee has the vocational skills required for the specific job
3. Maintain records of trainee progress

COMPETENCY CATEGORY: Plan for Instruction

COMPETENCY #1: Identify the Vocational Skills Currently Required in the Specific Job

RATING BY PANEL: 100 percent considered it Very Essential

INSTRUCTORS WILL:
Identify sources of information about current job skills needed for the specific job
Locate and verify occupational skills lists developed by other institutions, agencies and organizations
Collect job descriptions for locally available jobs
List questions to ask employers and employees while examining job task, skill, and duty requirements
Interview employers and employees about the job
Identify tasks required on the job
Identify skills currently required to perform the tasks
Identify duties required on the job
Write task, skill, and duty statements
Select job skills to be taught in the training program
Update the list of job skills as changes occur

RATIONALE FOR INCLUSION

The most widely discussed problems in vocational training include: (1) providing training in skills no longer needed on the job, (2) training for skills not appropriate for the local community, and (3) failing to teach new skills required in the occupation. The failure to update information on the skills required by local employers is the main cause of this problem. It is particularly severe for trainees in bilingual vocational training programs who have difficulty learning new skills and techniques because of their lack of total proficiency in speaking and understanding English.

Among the most crucial skills that a bilingual vocational training program provides are those currently required in the specific job for which the trainee is preparing. To identify these job skills, bilingual vocational instructors should review current manuals and other materials, attend training sessions held by manufacturers, check job descriptions filed by employers, and discuss job requirements with supervisors, workers on the job, advisory committee members and other instructors. They should then observe workers on the job--particularly workers who are performing the types of work the trainees are likely to do. The instructor should also review his or her own work experiences and the work experiences of persons who are limited English-speaking or bilingual.

The instructor should list all tasks required for the specific job for which the trainees are being prepared. One of the most important considerations in selecting these basic skills is the level of the job for which the trainees are being prepared, such as entry-level or advanced-level. Another important concern is the range of skills that can be taught during the relatively short duration of most bilingual vocational training programs.

COMPETENCY CATEGORY: Plan for Instruction

COMPETENCY #2: Develop Performance Objectives

RATING BY PANEL: 71 percent considered it Very Essential

INSTRUCTORS WILL:
- Select the most essential skills and/or tasks for which performance objectives will be written
- Identify the condition under which each skill will be performed
- Specify the action to be taken when performing each skill
- Identify the level of performance or criteria commonly required on the job for each skill and/or task
- Identify the tasks related to various combinations of skills
- Select the criteria that must be met to complete each performance objective successfully
- Write performance objectives
- Sequence performance objectives according to the order in which they may best be completed by trainees
- Revise performance objectives as changes occur in the job

RATIONALE FOR INCLUSION

Performance objectives must reflect the skill levels wanted by employers. If limited English-speaking trainees cannot meet these expectations after completing the bilingual vocational training program, they are likely to have a difficult time upgrading their skills to the required levels while on the job.

Each performance objective generally contains three components: (1) the specific job situation or condition in which the skill or task will be performed, (2) the action required when performing the skill, and (3) the level of performance required in order to obtain employment (the criteria for successful completion). For example, a performance objective for typing might be as follows: type a report at the rate of 45 words per minute for ten minutes, with 5 or fewer errors per page, following the specified format for the report.

In a fully individualized, open entry/open exit program, performance objectives tend to be fairly simple. It is a basic assumption of these programs that the conditions and criteria will be those of the occupation and that the instructor is the expert in the requirements of the occupation.

It is not necessary to develop performance objectives for every skill and/or task required for the job. The bilingual vocational instructor must select those basic skills or tasks that are particularly crucial for the job and which are judged to be especially important for learning other basic skills or tasks. Closely related to selecting the skills or tasks for which performance objectives will be developed are the construction of sequences and time-frames for these performance objectives. Successful mastery of one basic skill or task should indicate that the trainee is ready to progress to another skill or task, one which may require mastery of skills or tasks already taught.

COMPETENCY CATEGORY: Plan for Instruction

COMPETENCY #3: Develop a Course Outline

RATING BY PANEL: 67 percent considered it Very Essential

INSTRUCTORS WILL:

- List the goals and objectives of the program
- Identify the major sections or units of the program
- Select the performance objectives for each unit
- Sequence the skills and tasks in the order in which they will be taught for each unit
- Develop unit plans
- Identify the instructional materials and equipment needed to teach each skill or task
- Select key English vocabulary and language structures to be taught in each unit
- Identify special learning problems limited English-speaking trainees may encounter
- Plan when to test the level of achievement in needed occupational skills
- Estimate the amount of time required for trainees to learn each skill or task
- Estimate the amount of time required for trainees to learn all the skills and tasks in each unit
- Adjust units so that all essential skills and tasks may be learned in the time available for the program
- Evaluate the course outline according to its appropriateness to the needs of both the trainees and potential employers

RATIONALE FOR INCLUSION

Very few complete course outlines have been developed and published for bilingual vocational training programs. Consequently, instructors will have to take additional steps to prepare their own course outlines and develop the necessary instructional materials. Although course outlines are available for vocational training courses conducted monolingually in English, bilingual vocational instructors must carefully review the contents of these course outlines and adapt them, where necessary, to meet the special learning needs of limited English-speaking trainees.

The exact format of the course outline is not as important as the content of the outline and the process of developing it. The outline requires that the bilingual vocational instructor plan what will be done and when it will be done. Some instructors may teach by simply following a textbook; others teach by presenting the skills in the order in which they might be encountered on the job. Both approaches tend to ignore the process by which limited English-speaking trainees need to learn the job skills and the job-related English language skills.

In individualized programs, the formal course outline is not used extensively. Rather, a chart or list of specific occupational competencies identifies the content and structure of the program. The units of instruction are the learning packages or modules that each trainee completes at her or his own rate.

COMPETENCY CATEGORY: Plan for Instruction

COMPETENCY #4: Organize the Vocational Laboratory to Simulate the Job Environment

RATING BY PANEL: 67 percent considered it Very Essential

INSTRUCTORS WILL:
- Collect forms and other documents used most frequently on the job
- Select instructional materials and job equipment similar to those used by local employers
- Develop instructional activities that reflect tasks and duties usually performed on the job
- Develop classroom and laboratory procedures for performing tasks and duties that are similar to those used on the job
- Develop job sheets for guiding trainee performance of occupational skills
- Organize and manage the layout of the classroom/laboratory in a manner similar to that found on the job
- Arrange for the trainees to visit local places of employment

RATIONALE FOR INCLUSION

Although simulation of job processes and environment will be helpful to all students in vocational education, this approach to training is even more helpful for limited English-speaking trainees who must overcome language problems and their lack of familiarity with work habits and requirements in the United States. Thus, bilingual vocational instructors not only teach occupational technical skills and job-related English, but also teach about the work setting and employer expectations. This often can best be done by simulating a typical workplace in the training program and scheduling visits to local places of employment.

The bilingual vocational instructor should collect copies of any materials used on the job by local employers. These materials include time reports, work order sheets, inventory lists, repair manuals and charts, safety posters, special directions for performing a skill or task, and instruction manuals. The use of such materials in instruction will help trainees to understand better what the job will be like.

Another way of helping the trainees to adapt to their jobs is the planning of learning activities that will be similar to the skills, tasks, and duties required on the job. These activities may require that the trainees actually use the materials required on the job.

Arranging the physical setting of the classroom/laboratory is another way of simulating the job environment. The physical layout should be planned so that it reflects the flow of work as it might be encountered on the job. While the entire layout cannot be replicated, at least some aspects of the work environment can be. Laboratory procedures and safety requirements also should simulate the patterns which trainees will follow when on the job.

COMPETENCY CATEGORY: Plan for Instruction

COMPETENCY #5: Develop Lesson Plans

RATING BY PANEL: 67 percent considered it Very Essential

INSTRUCTORS WILL:

Select the skill(s) to be taught in the lesson
Select the objectives of the lesson
Relate the objectives of the lesson to the objectives of the unit and the total program
Develop an introduction to the lesson
Develop learning experiences related to each objective
Select appropriate instructional approaches for the lesson to meet the needs of individual trainees
Select instructional materials and/or media to be used
Identify the necessary equipment for teaching the objectives
Develop and sequence the subject matter content of the lesson
Maximize use of visual aids, actual objects and equipment in the lesson
Develop activities for reviewing and reinforcing what has been learned
Include plans for evaluation of the objectives of the lesson
Determine the time to be allotted to each learning activity in the lesson

RATIONALE FOR INCLUSION

Development of a clear and organized lesson plan is especially useful for instructors who are just beginning to teach in a bilingual vocational training setting. It is not enough simply to identify the basic skills and performance objectives for an entire course, and then hope that all will be completed before the end of the course. Both instructors and trainees need to know on at least a weekly basis what will be taught in order to provide a more effective learning environment for the limited English-speaking trainees.

The most important activity in developing lessons is the planning of specific learning activities to help the trainees learn the required skills and tasks. These activities should be designed to help trainees with different levels of abilities. Some activities should be designed for trainees who have trouble learning the skills or tasks, and other activities for those who desire additional practice to improve their quickly gained mastery. Activities should also be designed to require trainees to use English vocabulary and language structures related to the skills and tasks. These English language activities should be planned with the ESL instructor.

After the learning activities have been selected, the remaining components of the lesson will be identified, such as necessary materials/media, procedures for assessing mastery of the performance objectives, and the estimated amount of time for the lesson. Use of structured lesson plans is usually desirable, although the exact format will vary depending on the program.

COMPETENCY CATEGORY: Plan for Instruction

COMPETENCY #6: Develop Bilingual Vocabulary Lists of the Words Most Frequently Used in the Specific Job

RATING BY PANEL: 77% of vocational panelists considered it Very Essential

INSTRUCTORS WILL:
Develop a list of sources for job-related words
Develop a list of words relating to tools and equipment, procedures, and materials and supplies used on the job
Develop a list of occupational jargon and slang expressions used on the job
Determine the frequency of use of the words identified
Interview supervisors and workers on the job to determine the importance of the words identified for job success
Select a minimum number of the words to be included on the vocabulary lists
Translate the most important and most frequently used words on the job into the trainees' native language
Sequence the teaching of the job-related vocabulary according to the skills and tasks to be taught in a lesson or unit
Develop definitions in simple English for all words on the list
Revise the lists, as needed

RATIONALE FOR INCLUSION

One key to understanding instruction in English is knowledge of the job-related vocabulary. It is important for the bilingual vocational instructor to teach the meanings of the words that are most important and most frequently used on the specific job. Plans for teaching job-related English language vocabulary should be incorporated into each unit and lesson plan for the vocational skills training, and should also be coordinated with the job-related ESL instructor.

The first step in developing these lists is to identify current sources from which words can be identified. Examples of such sources are job manuals used by employers in the local area, inventory lists, job descriptions, work order forms, the instructor's own experiences on the job, and observations of workers on the job. The sources must be current; thus, vocational textbooks and other materials prepared for general instruction are likely to be inappropriate.

From the total number of words identified, a minimum number of the most important and most frequently used words should be selected. Next, the list should be organized according to uses of the words. For example, the categories might include tools and equipment; processes and concepts; safety language; job-related forms; key words and directions used by supervisors and co-workers; words describing shape, size, weight and color; and words indicating relationships and direction. Simple definitions in English of all words should be written. Translations of words in the trainees' native language also should be provided, although the instructor should teach as many definitions as possible in English. Some highly technical words cannot and/or should not be translated.

COMPETENCY CATEGORY: Plan for Instruction

COMPETENCY #7: Plan for Bilingual Job Safety Instruction

RATING BY PANEL: 86 percent of vocational panelists considered it Very Essential

INSTRUCTORS WILL:
- Identify the federal, State, and local safety standards
- Develop safety signs in both the trainees' native language and in English
- Organize the laboratory to minimize safety hazards
- Plan to conduct lessons on safety at the start of the program and throughout the entire program
- Develop plans for emergency situations and care of injured trainees
- Construct performance tests and written/oral tests to measure understanding of safety instruction

RATIONALE FOR INCLUSION

Safety instruction is a very important part of any job training program. Developing plans for safety instruction in bilingual vocational training programs is particularly important because many of the terms used in safety directions and rules may not be understood by the limited English-speaking trainees. Because safety instruction is so important, bilingual vocational instructors must develop special materials and prepare specially designed activities to help the trainees learn safe work habits.

The bilingual vocational instructor should identify the essential safety rules and messages that the trainees need to understand and follow in the classroom/laboratory and on the job. These rules and messages should be translated into the trainees' native language. Instruction in the English versions of these rules and messages should be planned for the ESL classes, with emphasis placed on the key English language vocabulary and structures used and on providing the necessary reinforcement drills. The drills should include a variety of activities that make use of several senses and different English language skills, such as giving safety warnings and directions orally in English, acting out safe practices, and recognizing safety signs and posters immediately. Standard color coding for machine parts, controls, and hazardous areas should be used.

Instructional activities should be conducted when new safety hazards are likely to be first encountered by the trainees and should be reinforced throughout the entire program. It is imperative that trainees' understanding of the safety instruction be measured through both performance tests (e.g., determining whether equipment can be handled according to the safety rules) and through written and oral tests (e.g., determining whether safety messages in English are understood).

COMPETENCY CATEGORY: Plan for Instruction

COMPETENCY #8: Coordinate Vocational Skill Instruction with the ESL Instructor

RATING BY PANEL: 69 percent considered it Very Essential

INSTRUCTORS WILL:
- Assist the job-related ESL instructor in coordinating language instruction with vocational instruction
- Sequence job-related ESL instruction to meet the needs of trainees in the vocational skills program
- Coordinate vocational and language instruction at least on a weekly basis
- Submit a list of job-related vocational terms to be used by the ESL instructor prior to teaching the vocational skills lesson that requires the use of the terms
- Explain lesson plans to the ESL instructor, as needed
- Share occupational materials with the ESL instructor
- Arrange for the ESL instructor to observe vocational skills training
- Identify difficulties that trainees are having in job-related English and discuss these with the ESL instructor

RATIONALE FOR INCLUSION

If an instructor in a bilingual vocational training program does not work with the ESL instructor to coordinate job skills and job-related English language instruction, the program cannot be considered a truly bilingual vocational training program. The vocational and ESL instructor must recognize that both are responsible for preparing the trainees to obtain and hold jobs. Without both the vocational skills and the job-related English language skills, the trainees will not be adequately prepared for work. Thus, the two instructors must work together. However, each instructor will continue to function where he or she is most efficient (i.e., the vocational instructor in occupational skills and the ESL instructor in language).

The instructors should coordinate their instructional activities frequently; as a minimum, they should plan together at least once a week. One of the effective ways of coordinating instruction is the sharing of unit outlines and weekly lesson plans. If this is done, the ESL instructor can conduct instruction in English language structures and vocabulary necessary for understanding concepts and skills before they are taught in the vocational skills classroom/laboratory. Thus, trainees learn the vocational skills faster because the vocational instructor does not have to use a lot of time to explain basic meanings of terms.

Coordination of instruction also should occur after a lesson or series of lessons has been presented. For example, if the vocational instructor notices that trainees do not understand the English language structures or vocabulary used in explaining a skill or task, the ESL instructor will develop instructional activities and drills that provide reinforcement.

COMPETENCY CATEGORY: Use Instructional Materials and Equipment

COMPETENCY #1: Assess Instructional Materials in Terms of the Vocational Skills Currently Required in the Specific Job

RATING BY PANEL: 82 percent considered it Very Essential

INSTRUCTORS WILL:
- Collect instructional materials and textbooks used by local employers and other vocational training programs
- Identify equipment used by local employers and other programs
- Determine whether the instructional materials and textbooks contain the vocational skills currently required by local employers
- Determine the frequency of use of the equipment at local job sites
- Identify deficiencies in the materials
- Assess materials and equipment at least once each year

RATIONALE FOR INCLUSION

As stated earlier, providing training in specific skills no longer needed on the job is one of the most serious problems in vocational training. An equally serious problem is the use of instructional texts and equipment that do not require all of the skills currently being used on the specific job or that present incorrect or require out-of-date processes. The use of such texts or equipment with limited English-speaking trainees is especially damaging, given the short period for training and the difficulties trainees may experience in learning the job skills due to their limited English proficiency. For the training to be successful, the bilingual vocational instructor should assess any instructional materials being considered for use in the program in terms of the currency of the job skills and processes presented. The instructor probably will find that no one set of instructional materials is appropriate and that she or he will need to select from several different sources.

The instructor first should identify potentially helpful instructional materials and equipment used by local employers and bilingual vocational educational training programs. Next, he or she should determine what job skills are included in each. These skills should be compared to the list of vocational skills currently required for the specific job. Also, the processes described in the materials for completing certain job products should be assessed to determine whether these processes are appropriate, when compared to local jobs available to the trainees. Each unit of materials should be assessed because the instructor may need to select units from several different sets of materials.

The equipment also should be assessed in terms of appropriateness and frequency of use at local job sites. For example, when teaching a course on fast food service, it is inappropriate to select a deep fat fryer designed for use in homes. Instead, food service equipment frequently used in fast food establishments in the local area should be selected.

COMPETENCY CATEGORY: Use Instructional Materials and Equipment

COMPETENCY #2: Select Printed and Audiovisual Instructional Materials for Trainees of Limited English-Speaking Ability

RATING BY PANEL: 86 percent of vocational panelists considered it Very Essential

INSTRUCTORS WILL:

Determine the English language proficiency level of trainees
Determine the native language proficiency level of trainees
Determine the job-related abilities of the trainees
Identify instructional materials in the trainees' native language
Identify materials in both English and the trainees' native language
Determine the reading difficulty of the materials
Select materials with maximum use of pictures and diagrams and accompanying audiovisual aids
Select materials that can be readily adapted for use with limited English-speaking trainees
Obtain printed materials in several levels of English language difficulty
Select materials of an appropriate English language difficulty that provide instruction on the skills currently required by local employers

RATIONALE FOR INCLUSION:

Selection of instructional materials for trainees of limited English-speaking ability is one of the most difficult tasks for bilingual vocational training instructors because few materials are appropriate for this special population. Available materials may not provide instruction in the vocational skills required by local employers or may require a higher level of English language reading proficiency than the trainees have.

Perhaps the best approach for selecting appropriate materials is to use materials from several different sources. This approach allows the bilingual vocational instructor to choose materials that best describe how the skill or task should be performed on local jobs. The instructor must also select materials on the basis of the following criteria: (1) currently used procedures and materials, (2) appropriate level of technical explanation and detail, (3) current usage of technical terms, (4) reading level appropriate for the English language reading proficiency of the trainees, (5) reading level that matches the reading proficiency required on the job, and (6) amount of visual displays of steps for performing a skill or task and of the product.

Instructional materials that make use of several different learning modes will be the most helpful for trainees of limited English-speaking ability. Thus, materials that have slide presentations, films, and posters to accompany written materials should be selected.

COMPETENCY CATEGORY: Use Instructional Materials and Equipment

COMPETENCY #3: Adapt Materials Used in the Specific Job for Trainees of Limited English-Speaking Ability

RATING BY PANEL: 84 percent considered it Very Essential

INSTRUCTORS WILL:
- Collect materials used on the job from several different local employers
- Determine the reading difficulty of written materials
- Identify key job-related vocabulary used in the materials
- Develop illustrated materials for use as handouts
- Develop instructional games
- Rewrite into simpler English those occupational materials that are at a too difficult reading level
- Translate only the most difficult sections of the materials into the trainees' native language
- Review materials for the presence of cultural biases
- Develop multimedia materials to complement written instructional materials
- Sequence the use of the materials in an order that will aid trainee understanding

RATIONALE FOR INCLUSION

Bilingual vocational instructors should, as much as possible, instruct trainees with materials actually used at local job sites. Examples of such materials include a set of filing instructions from a local business, equipment maintenance manuals, and a manufacturer's quality control procedures. Materials should be gathered from several different potential employers of the trainees. (The use of such written materials, of course, varies tremendously across vocational areas.)

Two basic activities are required when adapting materials: (1) rewriting materials into easier-to-read English and (2) translating materials into the trainees' native language. Not all materials will be at an English language difficulty level that is too high for the trainees. However, materials such as equipment maintenance manuals are likely to be too technical for trainees to comprehend. Decisions must be made on the extent of changes needed, taking into account both the vocabulary and the sentence structures.

When rewriting materials into easier-to-read English, difficult terms may be replaced with more basic, yet technically correct synonyms; passive structures should be changed to active structures; and long sentences should be broken into two or more shorter sentences. Glossaries listing key job-related vocabulary terms with simple definitions may also be prepared. The bilingual vocational instructor should seek assistance from the ESL instructor when rewriting materials.

It must be remembered that the purpose of the training is to prepare trainees to function in job environments where English is the dominant language. For this reason, it is inappropriate to translate complete sets of materials into the trainees' native language. More translations will be needed, however, during the earlier stages of the course than the later stages when the instructor should emphasize using materials written only in English. Translations of introductions, directions, and explanations of key processes should be developed.

COMPETENCY CATEGORY: Provide Instruction

COMPETENCY #1: Determine When Instruction Provided in English Is Understood

RATING BY PANEL: 86 percent considered it Very Essential

INSTRUCTORS WILL:
- Identify trainees' nonverbal cues that indicate a lack of understanding of instruction provided in English
- Ask open-ended questions designed to determine whether trainees have understood instruction provided in English
- Identify responses to questions that indicate trainees have not understood instruction provided in English
- Use activities that require trainees to demonstrate that they have understood instruction provided in English
- Assess trainees' understanding in their native language at regular intervals

RATIONALE FOR INCLUSION

Bilingual vocational training places an additional requirement on vocational instructors because they must constantly assess the trainees' understanding of vocational concepts and job-related skills taught in English. When instruction in English cannot be understood, the vocational instructor should use the trainees' native language.

Instructors who have learned a second language will probably recognize cues that persons give when they fail to understand instruction given in a language in which they are not proficient. Puzzled looks and hesitancy to do what is asked are two examples of such cues. However, many persons try to hide the fact that they do not understand. Thus, instructors must take direct steps to determine how much and how well the limited English-speaking trainees have understood the instruction. For example, instructors may ask trainees to explain in their own words the concepts or skills that have just been described. This technique should be used after each concept or major step in a process has been explained. Another technique for assessing understanding is asking the trainees to perform a skill or a step in a process that has just been explained and demonstrated.

Some instructors may simply ask "Do you understand?" and then continue with the instruction after the trainees have said "Yes" or have simply nodded their heads in agreement. This technique is not effective. Other instructors may require the trainees to repeat in English what has been said or to describe the concept or process in English. This technique also may be ineffective during the initial weeks of training because the trainees are not proficient in or confident of their use of English. Actually, the trainees may have understood what was taught through a demonstration, but they could not explain the extent of their understanding because they lacked proficiency in English.

COMPETENCY CATEGORY: Provide Instruction

COMPETENCY #2: Use Trainees' Native Language When Instruction in English Is Not Understood

RATING BY PANEL: 76 percent considered it Very Essential

INSTRUCTORS WILL:
- Determine when instruction should be provided in English
- Determine when instruction should be provided in the trainees' native language
- Integrate the use of English into instruction provided in the trainees' native language
- Integrate the use of the trainees' native language into instruction provided in English
- Use bilingual trainees to instruct others in their native language

RATIONALE FOR INCLUSION

Job skills instruction in a bilingual vocational training program generally will be provided in both English and the native language of the trainees. Much of the training during the first weeks of the course will be conducted in the native language of the trainees. As the trainees improve their proficiency in understanding and speaking English, more of the instruction should be conducted in English. Nearly all of the instruction during the final weeks of the program should be in English.

During the early stages of the program, the vocational instructors should use English as much as possible to refer to the key terms for the job, such as names of tools, equipment, materials, processes, directions, etc. The trainees' native language is used during instruction to introduce and explain new concepts and procedures and to clarify any misunderstandings the trainees might have.

During the final stages of the program, English should be used almost exclusively as the language of instruction. Use of the trainees' native language should be restricted to those occasions when a new concept or skill is being introduced or when progress in mastering a skill is delayed because it has not been fully understood. However, when success in performing a skill, task, or process is dependent on the use of appropriate English vocabulary or language structures, trainees should be required to improve their proficiency in English rather than resorting to the use of their native language during instruction.

Finally, there are some key factors that must be considered when decisions are made about when to use English or the trainees' native language. Such factors are (1) level of proficiency in English for each trainee, (2) amount of job-related English language instruction provided by the program, (3) length of the training program, and (4) amount of English that will be required on the job.

COMPETENCY CATEGORY: Provide Instruction

COMPETENCY #3: Present an Explanation

RATING BY PANEL: 80 percent considered it Very Essential

INSTRUCTORS WILL:
Identify the most important aspects of a concept, process, skill, or task
Describe to trainees what will be learned during a lesson
Explain to trainees how a concept, process, skill, or task will be taught
Describe to trainees how they will practice a process, skill, or task
Explain why learning a concept, process, skill, or task is important for the job
Explain a concept or principle
Maintain the attention and interest of trainees
Give a brief lecture/explanation
Give an illustrated talk
Provide instruction in a logical order (e.g., simple to complex, general to specific, known to unknown)
Present information in small sequential steps
Review and summarize the major steps or points

RATIONALE FOR INCLUSION

Presenting an explanation of a concept, process, skill, or task may occur at any time during instruction. Bilingual vocational training instructors should present only short lectures or explanations because of the difficulties limited English-speaking trainees may have in understanding the presentations.

Explanations will be used during the introductory portion of a class to tell the limited English-speaking trainees what will be done during the class period, why the skills need to be learned, and how the skills will be taught and practiced. To provide variety in the class periods, the instructor may use a short demonstration, a question-answer session, or any other technique that clearly provides answers for the "what," "why," and "how" of the lesson. For some instructional periods, it may also be necessary to tell the trainees "who" will do what, "when" something will be done, or "where" something will be done. Providing this information is especially important for limited English-speaking trainees who need clear directions from the instructor.

After the introduction of a lesson, explanations may focus on giving information and examples designed to help the trainees understand an earlier explanation or providing a step-by-step description of a skill or task. For example, the instructor may explain how one skill affects the outcome of an entire task or may provide more detailed information on how to perform a specific skill.

The summary of a lesson should review for the limited English-speaking trainees what was done during the class period, highlight the sequence of steps for a skill or task required on the job, or explain how the skills learned during this class relate to other job skills learned earlier.

COMPETENCY CATEGORY: Provide Instruction

COMPETENCY #4: Conduct a Demonstration of a Job Skill

RATING BY PANEL: 80 percent considered it Very Essential

INSTRUCTORS WILL:

Prepare a short explanation of what will be demonstrated
Assemble equipment, materials, and products beforehand
Rehearse the demonstration to identify any problems
Critique a demonstration conducted by another instructor
Determine whether more than one lesson will be required to demonstrate the concept, process, skill, or task
Arrange the physical setting for the demonstration
Perform the demonstration so that all trainees can see and hear
Illustrate concepts and processes with models and real objects
Give an overview of the demonstration by summarizing the steps in the job skill in the appropriate sequence
Highlight the most important steps in a process as they are demonstrated
Review and summarize the key steps and appropriate sequence

RATIONALE FOR INCLUSION

Demonstrations are the most effective method of providing training for limited English-speaking trainees. Providing an example of how a skill or task will be performed and showing the sequence in which the steps should be done gives the trainees a basic understanding of what they will be expected to do during the course or on the job.

Usually, the bilingual vocational instructor will explain each step as he or she performs it. Thus, the instructor must prepare a well-thought-out narrative which anticipates the special problems that the limited English-speaking trainees will have in understanding the skill or task. A thorough rehearsal of the demonstration will help the instructor to identify which steps will be the most difficult for trainees to understand and to formulate questions to ask the trainees.

During the demonstration, the bilingual vocational instructor should clearly indicate all the major steps in the process and point out the sequence in which the steps must be performed. Because the trainees may rely more on the demonstration than the accompanying explanation, the demonstration should be performed relatively slowly and in a location where the trainees can see everything. It may be necessary to repeat some of the steps so that the trainees can see them performed from different angles. For steps that require a waiting time (such as proper setting or drying), it will be necessary to prepare duplicate materials in advance, thereby avoiding any wasted time.

After the demonstration has been completed, the bilingual vocational instructor should review what has been done. This review may consist of an identification of the key steps, explanations by the trainees, or a question-answer session.

COMPETENCY CATEGORY: Provide Instruction

COMPETENCY #5: Guide Trainee Practice

RATING BY PANEL: 80 percent considered it Very Essential

INSTRUCTORS WILL:
- Provide each trainee with an instruction sheet for guiding practice of a process, skill, or task
- Schedule trainee use of equipment
- Provide detailed instructions (operation sheets or checklists) for all steps in the process, skill or task
- Identify potential safety hazards
- Provide needed safety instruction
- Identify criteria by which the product or process will be evaluated
- Assign additional and/or alternative exercises for practice
- Maximize opportunity for hands-on experience
- Provide positive reinforcement as trainees succeed in mastering aspects of the skill being practiced
- Assess trainee performance while a skill is being performed and after the trainee finishes
- Demonstrate the process, skill, or task again for trainees who fail to perform the skill correctly
- Review outcomes or results of the practice session

RATIONALE FOR INCLUSION

Most of the learning of the skills and tasks required for the job will take place while the limited English-speaking trainees are practicing the skills and tasks. While practice is essential for learning any occupational skill, it is even more important for trainees who have difficulty understanding explanations given in English.

The learning activities or exercises should be similar to the types of tasks the limited English-speaking trainees will encounter on the job. The bilingual vocational instructor should specifically design the exercises to help the trainees understand what they are doing, how the work must be done, how they can improve their performance of the skill or task, how they can apply the skill they have learned, and how they can reach the level of performance expected of them. Much of this information can be listed on an instruction or operation sheet written in simple English, indicating the equipment and materials needed, the sequence of steps to be followed, special tips for doing the most difficult steps, explanation of the product required, safety instructions, criteria by which the product will be evaluated, and additional exercises for practice. Diagrams will help those trainees who have difficulty reading the information sheet.

While the trainees are practicing the skill or task, the instructor should observe their work, provide explanations of why or how something must be done, critique the techniques used, and give feedback on the quality of the product. Feedback should also be given after the trainees have finished the practice exercises.

COMPETENCY CATEGORY: Provide Instruction

COMPETENCY #6: Permit Trainees to Learn at an Individual Pace

RATING BY PANEL: 82 percent of vocational panelists considered it Very Essential

INSTRUCTORS WILL:

- Identify alternative sequences for learning a skill or task
- Identify, select and/or adapt a variety of instructional materials that trainees can use to learn a skill or task
- Organize the instructional program so that trainees may progress from the mastery of one task to another without difficulty or waste of time
- Develop alternative learning activities designed to help trainees achieve mastery of the skill
- Provide additional time and practice for those trainees who need it
- Develop exercises for trainees who need additional practice to master or refine a skill or task
- Develop procedures so that one trainee who has mastered a skill may assist other trainees who have difficulty learning a skill or task
- Develop procedures by which a trainee may demonstrate mastery of a skill or task whenever he or she is ready

RATIONALE FOR INCLUSION

The variation in learning rates is likely to be larger in bilingual vocational training programs than in vocational programs for students who speak only English because of the greater differences in English language proficiency. Instructional procedures should be developed to provide assistance for those trainees who are learning at a slower rate and to provide additional practice or opportunities to learn new skills for those who are learning at a faster rate.

The prior job experiences of the trainees and their proficiency in the English language are important factors in determining the pace at which they are likely to learn the job skills. If some of the trainees have already mastered some skills or quickly learn new skills, they will progress at faster rates than other trainees. Regardless of the factors involved in affecting the learning rates of the trainees, instructors should be prepared to help the trainees learn the required job skills and tasks as soon as they are ready to learn them.

There are four basic methods for facilitating individualized pacing of instruction: (1) identifying different sequences for learning the job skills and tasks, (2) providing alternative materials and activities for trainees who learn at different speeds or have different training needs, (3) providing individual instruction for trainees who need it, and (4) allowing trainees to demonstrate mastery of a skill or task at any time the trainee justifiably believes he or she is ready. When mastery has been demonstrated, the trainee progresses to the next job skill or task in the assigned sequence.

COMPETENCY CATEGORY: Prepare for the Employment of Students

COMPETENCY #1: Assist Trainees in Obtaining a Job

RATING BY PANEL: 73 percent of vocational panelists considered it Very Essential

INSTRUCTORS WILL:
- Update information on current employment needs of local employers
- Identify the job openings suitable for trainees
- Match job openings to an individual trainee's abilities
- Present analyses of various job descriptions used by local employers
- Train students to prepare job applications and resumes that reflect their strengths
- Have trainees roleplay responding to a help wanted ad
- Identify the information most employers want on resumes
- Present local employment resources most likely to assist the trainees in finding jobs
- Conduct simulated job interviews with trainees, including making appointments
- Conduct simulated follow-ups to job interviews
- Assist trainees in follow-ups to job interviews
- Have employers talk to trainees about the skills they look for in new employees
- Serve as a reference for trainees seeking jobs
- Discuss hiring limited English-speaking trainees with local employers

RATIONALE FOR INCLUSION

Vocational instructors in bilingual vocational training programs usually are actively involved in helping trainees find and obtain jobs. Though some programs may have job developers and/or specialized staff who provide instruction on locating a job, many bilingual vocational training instructors are directly involved in locating and placing their trainees in jobs.

Limited English-speaking trainees are not likely to be familiar with practices in the United States for finding jobs, filling out job application forms, writing employment resumes (when needed), arranging for job interviews, presenting their qualifications for a job, discussing salary levels, or discussing their long-term employment interests.

It will be helpful to the limited English-speaking trainees if they have opportunities to talk on an informal basis with employers, workers who are limited English-speaking, and former trainees in the bilingual vocational training program. This can be arranged by having these persons visit the classroom and discuss job finding and interviewing techniques. Such sessions will help the trainees gain an understanding of what to expect, what to do, and how to do it. Visits to places of employment should also be arranged. Practice or roleplaying sessions also will help the limited English-speaking trainees gain confidence in presenting themselves effectively to prospective employers.

COMPETENCY CATEGORY: Prepare for the Employment of Students

COMPETENCY #2: Prepare Trainees for Working in a Specific Job Environment

RATING BY PANEL: 71 percent of vocational panelists considered it Very Essential

INSTRUCTORS WILL:

- Identify personnel and work policies at places of employment where the trainees are likely to obtain jobs
- Arrange for trainees to visit places of employment to observe persons doing the type of work the trainees will do
- Organize on-the-job training (if such training is part of the program)
- Coordinate the on-the-job training program (if such training is part of the program)
- Contact the former trainee when he or she is first placed on a job
- Contact the supervisor of the trainee when she or he is first placed on a job

RATIONALE FOR INCLUSION

Some trainees who have completed a bilingual vocational training program will have difficulty adapting to a work environment in the United States, particularly when English is the primary language spoken on the job. In recognition of these potential problems, instructors should develop instructional units that will help the limited English-speaking trainees understand what to expect when they become employed.

Much of the instruction can be done in the classroom, such as discussing personnel policies and work policies for specific places of employment. If appropriate for the program, the bilingual vocational instructor may want to use some of these policies, such as requiring trainees to check in and check out of the classroom/laboratory.

It may be helpful to the trainees if they can visit various places of employment to observe how the work is being done and what the work environment is like. These visits will be useful when the class discussion focuses on topics that are difficult to understand for persons who have difficulty speaking English or for persons not familiar with work habits in this country.

Some bilingual vocational training programs include an on-the-job training component. For instructors involved in such cooperative programs, coordination with the on-the-job supervisor is essential. The instructor's responsibilities may include (1) assessing the appropriateness of the on-the-job training site, (2) developing a work plan with the supervisor, (3) orienting trainees to the on-the-job training experience, (4) identifying criteria for evaluating trainee performance, and (5) coordinating on-the-job training with classroom instruction.

COMPETENCY CATEGORY: Measure Student Progress

COMPETENCY #1: Prepare Instruments/Procedures to Evaluate Performance

RATING BY PANEL: 96 percent of vocational panelists considered it Very Essential

INSTRUCTORS WILL:
- Develop student performance assessment criteria
- Assess student products for quality and completion time according to occupational performance standards used by local employers
- Prepare written and oral tests to measure occupational knowledge
- Prepare performance tests to measure job skills
- Develop checklists of specific behaviors required for successful completion of a job skill
- Prepare observation checklists to evaluate performance
- Determine what will be evaluated--steps in performing a skill, the final product, or both
- Devise alternative testing procedures to meet trainees' needs
- Provide bilingual tests, if necessary
- Instruct trainees in test-taking techniques
- Review test results with individual trainees

RATIONALE FOR INCLUSION

Preparing instruments or procedures for evaluating trainee performance is an important competency for vocational skills instructors, but it is especially important for bilingual vocational training instructors. Because trainees are learning both job-related English and job skills in a short period of time, regular evaluations of their performances should identify as soon as possible any problems they are having in learning these skills.

Bilingual vocational instructors will develop the procedures for measuring performance after the performance objectives have been established. These evaluation procedures should include two types of tests: written or oral tests to measure important concepts and knowledge, and performance tests to measure how well the trainees can perform the job skills required by employers.

If written tests are used, they should be in simple English in order that the test is a measure of the trainees' understanding of the concept and not a measure of reading ability in English. (Tests of job-related English language proficiency should be prepared by both the vocational and ESL instructors and administered when the purpose of an evaluation is to determine language proficiency.) Written tests should be true-false, matching, multiple-choice, or short answer questions. Instructors should use simple English, avoid ambiguity, and provide clear directions for taking the test. In some situations it may be desirable to administer the job skills test orally rather than in written form.

The performance tests of job skills may be observation lists or checklists of the specific skills that the trainees must be able to perform in order to obtain a job. Such performance tests focus on either the processes or steps required for a job skill or task, or on the final product of the skill or task. In some cases, both the process and product should be evaluated.

COMPETENCY CATEGORY: Measure Student Progress

COMPETENCY #2: Determine Whether the Trainee Has the Vocational Skills Required for the Specific Job

RATING BY PANEL: 94 percent considered it Very Essential

INSTRUCTORS WILL:

- Identify those skills most important for success on the job with local employers
- Select instruments/procedures to measure the vocational skills required for the specific job
- Determine the trainee's skill level immediately after each skill has been taught and at the end of the course
- Assess trainee progress frequently
- Reinforce for trainees the necessity of meeting minimum performance standards
- Develop a rating scale that can be used to indicate the level of performance trainees have achieved for each job skill or task
- Assign additional or alternative activities to help the trainee learn the specific job skills that have not been mastered
- Conduct follow-ups of former trainees on the job and their employers to determine how well the trainees are doing

RATIONALE FOR INCLUSION

Even when trainee performance is evaluated periodically throughout the bilingual vocational training course, a final evaluation should be conducted to determine whether the trainee is ready for employment. This final evaluation process will provide the bilingual vocational instructor with an opportunity to require the trainee to review the basic skills and tasks learned during the program. It may also give the trainee additional confidence in her or his ability to do the work required on the job.

In some open entry/open exit competency-based programs, trainees may select specific skills they wish to achieve. Thus, if the trainee's objective is to get a job which is specialized, he or she can select only the skills necessary for that job.

The basic criterion for the final evaluation is this: "Has the trainee learned the job skills at the level required for a specific job?" If the answer to this question is "No," the instructor should determine what type of job the trainee is qualified to do. If no jobs exist at the skill level the trainee has attained, further training should be required or the trainee should not be recommended for employment. Follow-ups of former trainees on the job and their employers will verify the appropriateness of the final evaluation criteria.

The limited English-speaking trainee's proficiency in job-related English should be evaluated in conjunction with the ESL instructor. The assessment should include understanding and use of key job-related English vocabulary and language structures necessary to perform adequately the work on the job.

COMPETENCY CATEGORY: Measure Student Progress

COMPETENCY #3: Maintain Records of Trainee Progress

RATING BY PANEL: 69 percent considered it Very Essential

INSTRUCTORS WILL:
- Develop a recordkeeping system that contains, as a minimum, information on general objectives of the program, specific skills included in the program, results of any tests administered during trainee screening, results of measures of trainee performance in each of the skills, and end-of-the-training ratings
- Maintain up-to-date records of trainee progress
- Discuss trainee records periodically with each trainee
- Use the results on the records to develop instruction in areas needed by the trainees
- Develop an occupational profile or competency list showing the trainee's performance rating for each skill or task

RATIONALE FOR INCLUSION

An instructor should keep records of trainee progress on a continuous basis and not simply at the end of the program. Written records also are important for revising instruction when most of the limited English-speaking trainees appear to have special difficulty in learning particular job skills.

The information on the records should be shared with the trainees. These records are valuable for encouraging trainee improvement and for giving the limited English-speaking trainee confidence in her or his ability to do the work on the job.

The records will be useful as a diagnostic tool for both the bilingual vocational instructor and the ESL instructor when they meet to discuss trainee progress. For example, the ESL instructor can use the records completed by the bilingual vocational instructor to determine the job-related English language difficulties that the trainee is experiencing. Thus, sharing records of trainee progress is a technique that can be used to coordinate the vocational and the job-related English language instruction.

Finally, keeping accurate records of trainee performance will enable the instructor to document for a prospective employer that instruction in specific job skills has been provided and that a trainee has had an opportunity to prove his or her mastery of the job skills. Thus, both the trainee and the prospective employer (if appropriate) can be given specific ratings for each occupational skill.

CHAPTER V

MEASURING THE COMPETENCIES

This chapter summarizes the different methods that can be used to measure mastery of competencies required for bilingual vocational training instructors. Most of the chapter focuses on the procedures for administering the Bilingual Vocational Instructor Competencies Inventory and includes both forms of the complete Inventory.

SUMMARY OF METHODS FOR MEASURING COMPETENCIES

The specifications for this project called for the development of a paper and pencil test to measure the minimum competencies required of vocational skills instructors for bilingual vocational training programs. A paper and pencil test of knowledge of instructor competencies is only one of several methods that may be used. Other methods include simulation of a teaching situation and asking instructors to report what they would do in that situation, or direct observations of the instructor's performance in the classroom/laboratory. Because the Inventory is to be used in bilingual vocational instructor training programs that include inexperienced as well as experienced instructors, a paper and pencil test may be more appropriate for testing instructor trainees at the beginning of the training program and again at the end of the program.

Some paper and pencil tests simply measure knowledge or the "what" of teaching. For example, a test may ask the instructor trainee to identify the most important components of a lesson plan, the appropriate steps for identifying the vocational skills currently required for the specific job, or the classroom situations that require use of the trainees' native language for instruction.

Paper and pencil tests can measure performance more directly by presenting simulated classroom situations and asking the instructor trainee to describe what he or she would do. For instance, sample lesson plans may be presented to the instructor and the instructor may be asked to revise them as needed. The instructor trainee also could be given a list of teaching situations and would then indicate which required the use of the trainees' native language and which required the use of English as the language of instruction. Even though such simulated teaching situations will provide a more direct measure of the instructor trainees' knowledge of appropriate teaching techniques, a paper and pencil test still is not sufficient by itself to determine actual mastery of instructor competencies.

If paper and pencil tests are used to determine mastery of the competencies, one should also use qualitative ratings of behaviors or direct observation of the instructor trainee's behaviors. For example, a rating scale could be constructed and used to assess mastery of each of the

skills/activities listed under the "Instructors Will" section for each competency. The rating scale could use a simple "Yes" or "No" to indicate mastery, or the scale might have four categories, such as No Mastery At All, Minimal Mastery, Adequate Mastery, and Full Mastery.

Use of a rating scale would include review of prepared materials and observation of actual performances. For example, one of the skills/activities under the competency Organize the Vocational Laboratory to Simulate the Job Environment is "Organize and manage the layout of the classroom/laboratory in a manner similar to that found on the job." If the physical setting of the laboratory is arranged to reflect the layout and/or processes likely to be found in local work places, the instructor's supervisor or trainer might rate the performance of this competency as "Adequate Mastery" or "Full Mastery." If the classroom/laboratory simply reflects a typical classroom setting, the rating might be "No Mastery At All" or "Minimal Mastery," depending on the type of job skills being taught and the resources available to the instructor.

Direct observation of skills/activities will provide a better indication of the extent of the instructor trainees' level of mastery of a competency. These observations may be conducted in an instructor's regular classroom/laboratory or in microteaching situations. The latter frequently is more appropriate because it is less time consuming and restricts the number of skills/activities to be observed. For example, an instructor trainee might be asked to teach a micro-teaching lesson in which he or she gives a demonstration of a concept or process. The lesson could be audio-taped or videotaped for review by both the instructor trainee and the person(s) reviewing the trainee's performance. Ratings of the skills/activities could be made by all observers (including other instructor trainees) and a review of the ratings would be conducted with the person who performed the microteaching session. To be as objective as possible, the skills/activities should be counted each time they occur and an overall frequency of occurrence determined. The instructor's performance would then be evaluated against: (1) norms that have been accumulated from other trainees, (2) the performance of master teachers attempting the same lesson, and (3) criteria set by the trainers.

Other methods for measuring instructor performance involve extensive planning and verification. For example, the types of verbal interactions between the instructor and students in the classroom/laboratory might be counted and evaluated. Methods such as interaction analysis are generally used during experimental studies of teaching techniques rather than for determining one instructor trainee's level of master of a specific competency.

PROCEDURES FOR USING THE BILINGUAL VOCATIONAL INSTRUCTOR COMPETENCIES INVENTORY

The Inventory is a general measure of the 22 minimum instructional competencies that were identified for bilingual vocational instructors. No items were developed to measure the Prerequisite competencies because there are existing published tests that can be used to measure language proficiency and vocational skill proficiency. An excellent reference book for published tests is the Eighth Mental Measurements Yearbook (Buros, 1978). The Inventory has been designed to be used as a pretest and posttest in bilingual vocational instructor training programs. If a bilingual vocational instructor training program includes instruction in the competencies identified in this Monograph exactly as they are described herein, then instructors should significantly improve their scores from the time that they enter the program to the time that they leave it. If a program, however, adds additional competencies or modifies some of the ones presented here, then new items should be developed to measure the additional or modified competencies.

The Inventory cannot be used as a detailed diagnostic test of an instructor's performance in each individual competency because there are an insufficient number of items per competency to discriminate reliably between masters and nonmasters of individual competencies. However, it can be used diagnostically to determine the extent of training needs for categories of competencies, such as Plan for Instruction.

Directors of bilingual vocational instructor training programs might use the Inventory as a screen for potential instructors. When the Inventory is used in this manner, the director should collect data on the scores of master vocational instructors currently employed in the program to use as a comparison for the scores of the potential instructors. Because the Inventory was not validated as a screening device, it should not be used as the only means of screening applicants. Program directors can also use it to diagnose the inservice training needs of current instructors by comparing the percent correct for each category subscore. (Because the items in the five categories are not equivalent in difficulty, the percent correct in each category should also be compared to the results of the pilot test, shown in Appendix F.)

There are two forms of the Inventory--Form A and Form B. Either form may be used as a pretest--with the other form then being used as a posttest. (When comparing pretest and posttest scores from the two forms of the Inventory, the raw scores must be equated, as explained in Appendix F.) On each form, the items for a particular category of competencies have been grouped together. For each form, therefore, there are six possible scores--subscores for each of the five categories and a total score for the test. There are 37 items on Form A and 45 items on Form B. Exhibit 4 displays the relationships between each item and its corresponding competency and category.

EXHIBIT 4

RELATIONSHIPS BETWEEN ITEMS AND COMPETENCIES

CATEGORY	COMPETENCY	FORM A ITEMS	FORM B ITEMS
Plan for Instruction	1	1	1,2,3
	2	2a,2b,2c,2d,2e,2f,2g	4a,4b,4c,4d
	3	3b	5a,5b,5d,5e
	4	4	6
	5	5d,5e	7b,7d,7f
	6	6,7	8,9
	7	8,9	10
	8	10	11
(Total Possible Subscore)		(17)	(19)
Use Instructional Materials and Equipment	1	1,2	1
	2	3	2
	3	4	3
(Total Possible Subscore)		(4)	(3)
Provide Instruction	1	1	1
	2	2c	2b
	3	3	3
	4	4,5	4,5
	5	6	6
	6	7d,7g	7a,7c,7d,7e,7f,7g
(Total Possible Subscore)		(8)	(12)
Prepare for the Employment of Students	1	1	1,2
	2	2a	3a,3e,4
(Total Possible Subscore)		(2)	(5)
Measure Student Progress	1	1c	1a,1d
	2	2e,3	2b
	3	4a,4d,4e	3a,3c,3e
(Total Possible Subscore)		(6)	(6)
TOTAL POSSIBLE SCORE		37	45

The Inventory can be administered in a group or an individual setting. It can also be self-administered as it was on the pilot test. Instructions for answering the different kinds of items on the Inventory and for using the Answer Sheet are provided in the Introduction to the Inventory.

Form A of the Inventory and the answer sheet for Form A follow this section. Next, Form B of the Inventory is enclosed along with its Answer Sheet. Both forms may simply be removed from the Monongraph and reproduced as needed. For user convenience, the pages within each Inventory are separately numbered, using the conventions A-i and A-1, etc., or B-i and B-1, etc. Scoring instructions and keys for the Inventory are included in Appendix F, along with a brief summary of the pilot test results.

BILINGUAL VOCATIONAL INSTRUCTOR COMPETENCIES INVENTORY

FORM A

A MONOGRAPH FOR BILINGUAL VOCATIONAL INSTRUCTOR COMPETENCIES

Prepared as part of
Contract No. 300-78-0588

Office of Vocational and Adult Education
U.S. Department of Education

Kirschner Associates, Inc.
Washington, D.C.

May 1980

INTRODUCTION

THE BILINGUAL VOCATIONAL INSTRUCTOR COMPETENCIES INVENTORY[1]

The Bilingual Vocational Instructor Competencies Inventory is designed to measure knowledge of the skills that have been identified as minimum competencies for bilingual vocational instructors. It is important to keep in mind as the Inventory is taken that all items are designed to measure the skills required to teach in bilingual vocational training programs.

The Inventory consists of test items related to 22 minimum competencies grouped into the five basic functions required of bilingual vocational instructors: Plan for Instruction, Use Instructional Materials and Equipment, Provide Instruction, Prepare for the Employment of Students, and Measure Student Progress.

ORGANIZATION OF THE INVENTORY

The Inventory consists of a test booklet and an answer sheet on which the answers are to be recorded. Please be sure to mark all your answers on the Answer Sheet only.

Complete the test by yourself. Do not talk to anyone or look at any materials while you are taking the test.

The items for each competency category or function are grouped together and start a new page. Items are numbered consecutively within each category.

For many of the items, a teaching case study enclosed in a box describes a situation in the classroom or a situation that may occur outside the classroom. The case study provides the context in which all items enclosed in parentheses above the box should be answered.

The items may relate to jobs with which you may not be familiar, such as welding, auto mechanics, and office practice. It is not necessary that you be familiar with the job skills related to each of the occupational skill areas in order to answer the items correctly.

TYPES OF TEST ITEMS

There are two basic kinds of items--(1) multiple-choice items where you choose the one best answer of four possible answers and (2) multiple-choice items for which you are to answer YES or NO for each choice listed.

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[1] Prepared by Kirschner Associates, Inc., of Washington, D.C., as part of A Monograph for Bilingual Vocational Instructor Competencies (Contract No. 300-78-0588) for the Office of Vocational and Adult Education, U.S. Department of Education, May 1980.

Sample Item Directions: Complete each of the items on pp. A-ii - A-iii. Read the case study and then each item and the possible responses. After you have selected the best answer, circle on the Answer Sheet your choice for the best answer.

Please do not write in the test booklet.

SAMPLE A
EXAMPLE OF MULTIPLE CHOICE ITEM WITH CASE STUDY

(1,2) Read the case study. Then answer Items 1 and 2.

A first-year machinist instructor comes into the staff lounge obviously upset, and announces that his students are "animals! They should be locked in cages at the zoo!" The instructor has yelled, threatened and assigned extra projects, but nothing has worked. "All they understand is force. That's what I get for trying to be friends with them."

1. What is the best way the instructor should have set standards?

   a. Studying the policies and regulations of the program.
   b. Learning something about the students.
   c. Preparing a list of rules for classroom conduct.
   d. All of the above.

2. What is the most important thing the instructor could do to get the class to settle down and cooperate?

   a. Get rid of the worst students.
   b. Establish and enforce penalties for bad behavior.
   c. Explain the need for rules.
   d. Point out the need for them to act maturely and responsibly.

NOTE: Circle your answers on the Answer Sheet.

EXPLANATION: Both Items 1 and 2 are based on the case study presented in the box, as indicated by the numbers in parentheses. These items are multiple-choice questions with one response to be selected for each. For Item 1, the letter d has been circled on the Answer Sheet as this is the best answer. For Item 2, you should have circled the letter c, as this is the best answer. You will complete all multiple-choice items with one answer like this--by circling the letter on the Answer Sheet indicating your answer.

Some items will ask that you select the least appropriate response. Complete those items in the same way.

SAMPLE B
EXAMPLE OF MULTIPLE CHOICE ITEM WITH YES-NO RESPONSES

1. Listed below are four activities that a vocational instructor might do to coordinate instruction with an on-the-job supervisor of trainees. Circle YES for the items that describe the most appropriate activities that should be performed to improve the on-the-job training for students. Circle NO for the items that are not most appropriate.

   a. Assess the training capability of the on-the-job training station.
   b. Develop a training plan with the on-the-job supervisor.
   c. Tell the on-the-job supervisor what must be taught.
   d. Orient students to the on-the-job experience and the specific place where it will be.

NOTE: Circle your answers on the Answer Sheet.

EXPLANATION: For items like this, you would circle the word YES by the letter a on your Answer Sheet if you believe that the first activity described is most appropriate. You would circle the word NO by the letter a if you believe the activity described is not most appropriate. For this item, you should have circled YES for a, b, and d and NO for c.

If you have no questions about how to use the Answer Sheet with this test booklet, turn the page and start with Item 1 under the competency category Plan for Instruction.

If you have a question on how to complete the test, ask the test supervisor for assistance.

CATEGORY: PLAN FOR INSTRUCTION FORM A

(1) Read the paragraph below. Then answer Item 1.

A new instructor has been hired to teach a machine repair course. It has been two years since he or she has worked as a repair-person. She or he wants to identify the skills currently needed by repairpersons.

1. Which of the following is the clearest description of a task performed by machine repairpersons?

   a. Know what tools to use to repair machines.
   b. Repair dry cleaning machines.
   c. List the repairs most frequently needed.
   d. Inspect sewing machines with automated button stitching.

2. Listed below are seven performance objectives. For each objective, circle YES if it indicates specifically what the trainees are expected to be able to do and how well they are to do it. Circle NO if the objective is not specific.

   a. Upon completion of the course, the trainee will understand all of the major components of the internal combustion engine.
   b. Using a price list of parts and five completed auto repair forms, the trainee will compute a total price that is within $1.00 of the actual price for each repair job.
   c. The trainee will know how to avoid receiving excess radiation when taking an X-ray of teeth.
   d. The trainee will weigh fresh produce to the nearest ounce, using the same scale that is used on most jobs.
   e. The trainee will translate English words most frequently used in accounting into the trainee's native language.
   f. Given a defective fuel injection system, the trainee will repair it within one hour so that it is in working order.
   g. The trainee will complete in 15 minutes a sample job application with all information entered correctly.

CATEGORY: PLAN FOR INSTRUCTION FORM A

3. For each item listed below, circle YES if the component is most important to include in a course description for a dental assistant course. Circle NO if it is not most important to include in a course description.

   a. The length of time needed to teach the dental assistant skills.
   b. The dental assistant skills the trainees must perform at the end of the course.
   c. The goals of the dental assistant course.
   d. Instructional materials and equipment to be used.
   e. Sources of information about programs where more advanced training can be received.
   f. A description of major differences between dental assistant jobs in the trainees' native countries and in the United States.

4. Select the instructional activity for trainees that is most similar to what carpenters do on the job when building cabinets.

   a. The trainees list all the needed tools and the purpose for which each is used.
   b. The trainees build a cabinet with the instructor's supervision.
   c. The trainees learn the characteristics of different kinds of wood.
   d. The instructor reads a set of instructions in the trainees' native language for building a cabinet.

CATEGORY: PLAN FOR INSTRUCTION FORM A

(5) Review the following lesson plan. Then answer Item 5.

LESSON PLAN

Course: Nursing Assistant

Topic: Patients' Oral Temperatures

Procedures	Trainee Activities	Materials
Introduction to the lesson-lecture		thermometer visual aids
Review of terms		
Practice problem on the meaning of fahrenheit/centigrade scales	Reading thermometers	visual aids
Break		
Demonstration of task: 1. Sterilization 2. Preparation 3. Placement in mouth	Observing demonstration	thermometer alcohol

5. Is this lesson plan missing some information? Listed below is information that could be included. For each item, circle YES if it is most important to include in the lesson plan. Circle NO if it is not most important to include in the lesson plan.

a. The page number(s) for the instructional materials to be used.
b. Related topics from lessons previously taught.
c. The names of doctors' offices where the trainees will be sent to practice taking temperatures.
d. The approximate time each part of the lesson will take.
e. An evaluation of the trainees' skills in taking oral temperatures.
f. Guided practice activities for the trainees.

CATEGORY: PLAN FOR INSTRUCTION FORM A

6. An instructor is developing a vocabulary list for trainees. Which of the following is the least appropriate source for identifying vocabulary words?

   a. Manuals from the largest companies in the local area.
   b. A vocational education textbook.
   c. Former trainees in the program.
   d. The daily conversations of workers on the job.

7. What is the least appropriate time for developing vocabulary lists for trainees?

   a. Before the course begins.
   b. Between each unit or major section of the course.
   c. After each daily lesson.
   d. After each unit or major section of the course has been taught.

CATEGORY: PLAN FOR INSTRUCTION FORM A

(8,9) Read the paragraph below. Then answer Items 8 and 9.

> An instructor has taught the same course in food preparation for three years. When first planning the course, he or she developed a one-day unit covering all the safety rules for the equipment and procedures the trainees would use on the job. The unit is taught the first day of each course. Posters from the Occupational Safety and Health Agency (OSHA) are hung all around the lab. After presenting the unit, a detailed written test on all safety rules is always given.

8. Select the statement that is most correct.

   a. The instructor's experience in teaching is the best way to learn how to teach safety.
   b. The instructor must keep more up to date on changes in safety regulations.
   c. All safety information should be concentrated into one lesson before instruction begins.
   d. The instructor should plan for safety lessons at the start of each course as well as for times when safety problems are likely to occur.

9. Which one of the following activities should the instructor not plan to do?

   a. Teach trainees to distinguish between somewhat unsafe and very unsafe procedures.
   b. Demonstrate procedures that are unsafe.
   c. Make trainees follow all safety rules at every moment.
   d. Review accidents that have happened in the work area periodically.

CATEGORY: PLAN FOR INSTRUCTION FORM A

(10) Read the paragraph below. Then answer Item 10.

> An instructor has been hired recently to teach a vocational class in a bilingual vocational data entry training program. She or he knows that the traineer are limited English speakers.

10. Whose responsibility will it be to teach the meanings of English words used on data entry jobs?

    a. Both the vocational instructor and the English-as-a-second language instructor.
    b. The vocational instructor only.
    c. The English-as-a-second language instructor only.
    d. Trainees who have recently graduated from the program.

CATEGORY: USE INSTRUCTIONAL MATERIALS AND EQUIPMENT FORM A

1. An instructor is teaching a course in welding. He or she has collected from other vocational programs three sets of instructional materials identifying the steps for welding steel plates. Before using the materials in the vocational classroom/shop, the instructor should first:

   a. Translate the welding materials into the trainees' native language.
   b. Verify that the welding materials are consistent with current practices.
   c. Determine the reading levels of the welding materials.
   d. Develop visual aids to accompany the welding materials.

2. An instructor is teaching eight trainees to be cashier-checkers. One of their tasks is to operate the cash register, correctly ringing up taxable and non-taxable items. What is the best equipment that should be used to teach correct operation?

   a. The register that students can learn to operate in the shortest amount of time.
   b. The register that most vocational training programs use.
   c. The same make of register used in many businesses in the local area.
   d. The same make of register sold most frequently throughout the United States.

(3) Read the paragraph below. Then answer Item 3.

A vocational instructor in a bilingual vocational accounting program is preparing to select printed and audiovisual instructional materials for use in the course.

3. Which one of the following materials should also be obtained by the instructor?

   a. An office personnel procedures manual from a local firm.
   b. A set of accounting forms used by a local firm.
   c. A description of guidelines for assigning costs to different departments within a local firm.
   d. Both a and c above.

CATEGORY: USE INSTRUCTIONAL MATERIALS AND EQUIPMENT FORM A

(4) Read the paragraph below. Then answer the Item 4.

A business clerk instructor has selected a textbook on typing for use with limited English speakers in a bilingual vocational training program.

4. The instructor also has some wall posters that show proper dress and list suggestions on how to be courteous to customers. Select the statement that most appropriately describes how to use the posters.

   a. Use the posters as they are, but explain each poster to trainees, using the trainees' native language only when necessary.
   b. Provide a separate list of literal translations of all the words used.
   c. Rewrite the suggestions in simpler sentences.
   d. Cover up the suggestions with translations in the trainees' native language.

CATEGORY: PROVIDE INSTRUCTION FORM A

(1) Read the paragraph below. Then answer Item 1.

> An instructor is teaching a 30-minute lesson to limited English-speaking trainees on the procedures used to clean electric typewriters. The instructor first explains the procedures in English and then demonstrates them.

1. Which of the following is the best way for the instructor to make sure that the trainees understand the explanation?

   a. Ask the trainees in their native language if they understand and continue if they say "Yes".
   b. Repeat the whole explanation in the trainees' native language.
   c. Ask the trainees to explain the steps in their native language.
   d. Ask the trainee with the best English ability to explain the steps.

2. Listed below are three classroom situations that occurred during the last month of a bilingual vocational training program in food preparation for limited English-speaking trainees. Circle YES if the situation described is one where the instructor should switch to using the trainees' native language. Circle NO if the situation is one where the instructor should continue to use English.

   a. Almost all the trainees fail to prepare a basic egg dish correctly after the instructor has demonstrated it earlier during the week.
   b. On a visit to a market to purchase vegetables, the trainees cannot explain in English what they want to buy.
   c. After explaining and then demonstrating how to filet fish, most trainees leave more than 15% of the bones.

CATEGORY: PROVIDE INSTRUCTION FORM A

(3) Read the paragraph below. Then answer Item 3.

> An instructor is preparing to introduce some nurse's aide students to a lesson on how to take blood pressure. All of the necessary materials are in the classroom, including an information sheet and blood pressure kit. Though some students are familiar with taking a person's blood pressure, most of the students have never taken anyone's blood pressure before.

3. What is the most appropriate way to introduce this lesson?

   a. Having the trainees review the information sheet.
   b. Demonstrating problems in using the blood pressure kit.
   c. Explaining what will be done during this lesson.
   d. Asking questions about the use of a blood pressure kit.

(4,5) Read the paragraph below. Then answer Items 4 and 5.

> An instructor is teaching a class in auto body repair. Today he or she is presenting the first lesson on applying the primer coat of paint. A few of the students have done some auto painting on their own, but none have had any formal instruction.

4. While the instructor presents the demonstration, which one of these is the least important?

   a. Pointing out the major objectives of the process.
   b. Reviewing earlier steps before explaining the next step.
   c. Identifying several different ways to do the job.
   d. Explaining the sequence of steps to be followed.

5. If the instructor wants to improve the demonstration, which one of the following should be done?

   a. Rehearse the demonstration.
   b. Ask students to identify errors in the instructor's techniques.
   c. Show primer coat painting techniques that are difficult to perform.
   d. Have a student demonstrate the process.

CATEGORY: PROVIDE INSTRUCTION FORM A

(6) Read the paragraph below. Then answer Item 6.

> An instructor teaches a first-year class in cosmetology. He or she has just presented a lesson on cutting hair, and now the students will practice cutting hair.

6. While practicing cutting hair, one of the students asks the instructor a question about the appropriateness of a procedure she or he is using. What is the best technique for the instructor to use?

   a. Answer the question immediately for that student.
   b. Answer the question immediately by telling all students.
   c. Answer the question at the end of the class.
   d. Answer the question at the beginning of class the next day.

(7) Read the paragraph below. Then answer Item 7.

> An instructor teaches an entry-level bilingual vocational training class. During the first year of teaching, the instructor encountered several problems, such as (1) too much time was spent on teaching some basic job skills during the first two months of the course, (2) some students were progressing too slowly and thus delaying the progress of other students, and (3) some students needed extra practice in order to master some of the difficult skills.

7. Which of the following are most likely to help the instructor solve the problems identified above? Circle YES by items that describe activities that would help solve the problems. Circle NO by those items that are unlikely to help solve the problems.

   a. Provide a series of alternative exercises for learning a skill.
   b. Develop separate lessons which each student could follow by himself or herself.
   c. Assist students to develop their own course objectives, to be completed at specified times.
   d. Allow a student to skip a skill practice if the student can already do it.
   e. Provide a variety of instructional materials that a student may use at any time.
   f. Evaluate a student whenever the student is ready to be checked on a specific skill.
   g. Provide more lectures on the basic job skills.

CATEGORY: PREPARE FOR THE EMPLOYMENT OF STUDENTS FORM A

(1) Read the paragraph below. Then answer Item 1.

> A new instructor in a nurse's aide training program has been told that students have a very hard time getting jobs in the local area. After talking to several persons on the staff at the training program, the instructor developed an instructional unit on how to get a job.

1. Which one of the following information would be least helpful in improving the instructor's unit?

   a. Data on the need for nurse's aides throughout the nation.
   b. Identification of nursing homes and hospitals where trainees may find jobs.
   c. Employment application procedures used by nursing homes and hospitals.
   d. A review of unsuccessful approaches used by former trainees to get jobs.

(2) Read the paragraph below. Then answer Item 2.

> An instructor teaches a course in basic accounting for students who have never worked in an office in the United States before. The students are excellent accountants, but the instructor knows that many will have problems in adapting to working conditions on their jobs in the U.S.A.

2. Which of the activities listed below will probably be the most effective in helping students to adapt to a job? Circle YES for the activities that will be most effective. Circle NO for the activities that will probably not be effective.

   a. Having former students talk to the class about the type of work they do on their jobs.
   b. Counseling students about the ways supervisors and other employees can make a job frustrating.
   c. Contacting potential employers to gather information about work policies, working conditions, wages, hours of work, etc.
   d. Pointing out the types of accounting work available for persons of limited English-speaking ability.
   e. Arranging for someone on the job to help the student during the first few days the student is on the job.

CATEGORY: MEASURE STUDENT PROGRESS FORM A

1. A dental assistant instructor in a bilingual vocational training program wants to evaluate trainee performance in the dental assistant skills being taught. Listed below are some skills that will be taught. For each skill listed, decide what kind of evaluation procedure--written or performance--is most appropriate for measuring the skill. Circle W if a written test is most appropriate for measuring the skill. Circle P if a performance test is most appropriate for measuring the skill.

   a. Uses of instruments for cleaning teeth.
   b. Correct amounts of ingredients for a cleaning solution.
   c. Procedures for taking an X-ray of a patient's teeth.
   d. Proper flossing for a patient's teeth.

(2,3) Read the paragraph below. Then answer Items 2 and 3.

The students in an instructor's training program are leaving soon to seek employment. The instructor wants to determine whether they have the necessary skills to hold a data entry job.

2. Which of the following topics are most important to measure when determining whether trainees have the necessary data entry skills? Circle YES for topics that are most important and circle NO for topics that are not important to measure.

   a. Writing a resume.
   b. Storing computer tapes properly.
   c. Loading computer discs.
   d. Completing a job application form.
   e. Spelling key terms in data entry.

3. How many skills should the instructor require that trainees master?

   a. Only those skills that supervisors have said are key data entry skills.
   b. All or 100 percent of all skills taught.
   c. 80 percent of all skills taught.
   d. Only those skills relating to why previous trainees have lost data entry jobs.

CATEGORY: MEASURE STUDENT PROGRESS FORM A

4. An instructor in graphic arts and advertising is developing a form on which to maintain a record of trainee progress. Below is a list of the kinds of information that the instructor is considering for the record. Circle YES for those items describing the information that, as a minimum, must be included on the form. Circle NO for those items that are not as important to include on the form.

   a. General objectives of the course.
   b. Aptitude test scores obtained during application/screening.
   c. Home conditions of the trainee that would affect learning.
   d. Instructor's general impressions of the trainee.
   e. Language proficiency of the trainee.
   f. Language difficulties the trainee is having.

THE BILINGUAL VOCATIONAL INSTRUCTOR COMPETENCIES INVENTORY

ANSWER SHEET
FORM A

Name _____ DATE _____

SAMPLE ITEMS

SAMPLE A

Item 1: a b c d
Item 2: a b c d

SAMPLE B

Item 1: a YES NO
b YES NO
c YES NO
d YES NO

PLAN FOR INSTRUCTION

Item 1: a b c d
Item 2: a YES NO
b YES NO
c YES NO
d YES NO
e YES NO
f YES NO
g YES NO
Item 3: a YES NO
b YES NO
c YES NO
d YES NO
e YES NO
f YES NO

Item 4: a b c d
Item 5: a YES NO
b YES NO
c YES NO
d YES NO
e YES NO
f YES NO
Item 6: a b c d
Item 7: a b c d
Item 8: a b c d
Item 9: a b c d
Item 10: a b c d

USE INSTRUCTIONAL MATERIALS AND EQUIPMENT

Item 1: a b c d
Item 2: a b c d
Item 3: a b c d
Item 4: a b c d

FORM A INVENTORY ANSWER SHEET - 2

PROVIDE INSTRUCTION

Item 1:	a	b	c	d	Item 7:	a	YES	NO
Item 2:	a	YES		NO		b	YES	NO
	b	YES		NO		c	YES	NO
	c	YES		NO		d	YES	NO
Item 3:	a	b	c	d		e	YES	NO
Item 4:	a	b	c	d		f	YES	NO
Item 5:	a	b	c	d		g	YES	NO
Item 6:	a	b	c	d				

PREPARE FOR THE EMPLOYMENT OF STUDENTS

Item 1:	a	b	c	d
Item 2:	a	YES		NO
	b	YES		NO
	c	YES		NO
	d	YES		NO
	e	YES		NO

MEASURE STUDENT PROGRESS

Item 1:	a	W		P	Item 3:	a	b	c d
	b	W		P	Item 4:	a	YES	NO
	c	W		P		b	YES	NO
	d	W		P		c	YES	NO
Item 2:	a	YES		NO		d	YES	NO
	b	YES		NO		e	YES	NO
	c	YES		NO		f	YES	NO
	d	YES		NO				
	e	YES		NO				

BILINGUAL VOCATIONAL INSTRUCTOR COMPETENCIES INVENTORY

FORM B

A MONOGRAPH FOR BILINGUAL VOCATIONAL INSTRUCTOR COMPETENCIES

Prepared as part of
Contract No. 300-78-0588

Office of Vocational and Adult Education
U.S. Department of Education

Kirschner Associates, Inc.
Washington, D.C.

May 1980

INTRODUCTION

THE BILINGUAL VOCATIONAL INSTRUCTOR COMPETENCIES INVENTORY[1]

The Bilingual Vocational Instructor Competencies Inventory is designed to measure knowledge of the skills that have been identified as minimum competencies for bilingual vocational instructors. It is important to keep in mind as the Inventory is taken that all items are designed to measure the skills required to teach in bilingual vocational training programs.

The Inventory consists of test items related to 22 minimum competencies grouped into the five basic functions required of bilingual vocational instructors: Plan for Instruction, Use Instructional Materials and Equipment, Provide Instruction, Prepare for the Employment of Students, and Measure Student Progress.

ORGANIZATION OF THE INVENTORY

The Inventory consists of a test booklet and an answer sheet on which the answers are to be recorded. Please be sure to mark all your answers on the Answer Sheet only.

Complete the test by yourself. Do not talk to anyone or look at any materials while you are taking the test.

The items for each competency category or function are grouped together and start a new page. Items are numbered consecutively within each category.

For many of the items, a teaching case study enclosed in a box describes a situation in the classroom or a situation that may occur outside the classroom. The case study provides the context in which all items enclosed in parentheses above the box should be answered.

The items may relate to jobs with which you may not be familiar, such as welding, auto mechanics, and office practice. It is not necessary that you be familiar with the job skills related to each of the occupational skill areas in order to answer the items correctly.

TYPES OF TEST ITEMS

There are two basic kinds of items--(1) multiple-choice items where you choose the one best answer of four possible answers and (2) multiple-choice items for which you are to answer YES or NO for each choice listed.

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[1] Prepared by Kirschner Associates, Inc., of Washington, D.C., as part of A Monograph for Bilingual Vocational Instructor Competencies (Contract No. 300-78-0588) for the Office of Vocational and Adult Education, U.S. Department of Education, May 1980.

Sample Item Directions: Complete each of the items on pp. B-ii - B-iii. Read the case study and then each item and the possible responses. After you have selected the best answer, circle on the Answer Sheet your choice for the best answer.

Please do not write in the test booklet.

SAMPLE A
EXAMPLE OF MULTIPLE CHOICE ITEM WITH CASE STUDY

(1,2) Read the case study. Then answer Items 1 and 2.

A first-year machinist instructor comes into the staff lounge obviously upset, and announces that his students are "animals! They should be locked in cages at the zoo!" The instructor has yelled, threatened and assigned extra projects, but nothing has worked. "All they understand is force. That's what I get for trying to be friends with them."

1. What is the best way the instructor should have set standards?

   a. Studying the policies and regulations of the program.
   b. Learning something about the students.
   c. Preparing a list of rules for classroom conduct.
   d. All of the above.

2. What is the most important thing the instructor could do to get the class to settle down and cooperate?

   a. Get rid of the worst students.
   b. Establish and enforce penalties for bad behavior.
   c. Explain the need for rules.
   d. Point out the need for them to act maturely and responsibly.

NOTE: Circle your answers on the Answer Sheet.

EXPLANATION: Both Items 1 and 2 are based on the case study presented in the box, as indicated by the numbers in parentheses. These items are multiple-choice questions with one response to be selected for each. For Item 1, the letter d has been circled on the Answer Sheet as this is the best answer. For Item 2, you should have circled the letter c, as this is the best answer. You will complete all multiple-choice items with one answer like this--by circling the letter on the Answer Sheet indicating your answer.

Some items will ask that you select the least appropriate response. Complete those items in the same way.

SAMPLE B
EXAMPLE OF MULTIPLE CHOICE ITEM WITH YES-NO RESPONSES

1. Listed below are four activities that a vocational instructor might do to coordinate instruction with an on-the-job supervisor of trainees. Circle YES for the items that describe the most appropriate activities that should be performed to improve the on-the-job training for students. Circle NO for the items that are not most appropriate.

   a. Assess the training capability of the on-the-job training station.
   b. Develop a training plan with the on-the-job supervisor.
   c. Tell the on-the-job supervisor what must be taught.
   d. Orient students to the on-the-job experience and the specific place where it will be.

NOTE: Circle your answers on the Answer Sheet.

EXPLANATION: For items like this, you would circle the word YES by the letter a on your Answer Sheet if you believe that the activity described is most appropriate. You would circle the word NO by the letter a if you believe the activity described is not most appropriate. For this item, you should have circled YES for a, b, and d and NO for c.

If you have no questions about how to use the Answer Sheet with this test booklet, turn the page and start with Item 1 under the competency category Plan for Instruction.

If you have a question on how to complete the test, ask the test supervisor for assistance.

CATEGORY: PLAN FOR INSTRUCTION FORM B

(1,2,3) Read the paragraph below. Then answer Items 1, 2, and 3.

> An instructor has been hired to teach an auto mechanics course She or he has had ten years of experience as an auto mechanic, but hasn't worked as a mechanic for two years. He or she wants to identify the job skills currently needed by auto mechanics.

1. Which of the following is the clearest description of a task performed by auto mechanics?

   a. Repair burned out engines.
   b. Know tools necessary to repair transmissions.
   c. Rebuild fuel injection systems.
   d. Describe how to fix an oil leak.

2. Which of the following is the least important item to include in job descriptions?

   a. Expected changes in the auto mechanics field.
   b. What auto mechanics must know.
   c. Occupations related to auto mechanics.
   d. Number of workers without jobs in the previous year.

3. Which of the following most clearly describes a duty of an auto mechanic?

   a. Adjusting carburetors.
   b. Maintaining automobiles in running condition.
   c. Inspecting automobiles for damaged parts.
   d. Lubricating moving parts.

4. Listed below are four performance objectives. For each objective, circle YES if it indicates specifically what the trainees are expected to be able to do and how well they are to do it. Circle NO if the objective is not specific.

   a. The trainee will learn to repair printing machines.
   b. The trainee will know how to read a blueprint without making any errors.
   c. The trainee will measure the diameter of ten shafts, using a micrometer, with less than .001 error.
   d. Given completed coding sheets for 96 computer cards, the trainee will keypunch 93 of the cards correctly in 30 minutes or less.

CATEGORY: PLAN FOR INSTRUCTION FORM B

5. For each item listed below, circle YES if the component is most important to include in a course description for a housing maintenance and repair course. Circle NO if it is not most important to include in a course description.

   a. The housing maintenance/repair skills the trainees must perform at the end of the course.
   b. The length of time to be spent on different units of the course.
   c. Instructional materials and equipment to be used.
   d. The goals of the housing maintenance/repair course.
   e. A description of major differences between the housing maintenance/repair jobs in the trainees' native countries and in the United States.
   f. Sources of information about programs where more advanced training can be received.

6. Which one of the following procedures is the least appropriate way to make vocational classrooms/shops reflect the job environment?

   a. Showing examples of safe and dangerous working conditions.
   b. Using the types and brands of supplies that have materials in the trainees' native language.
   c. Arranging machines and equipment exactly how they are arranged at local job locations.
   d. Storing equipment as it is stored on the job.

CATEGORY: PLAN FOR INSTRUCTION FORM B

(7) Review the following lesson plan. Then answer Item 7.

LESSON PLAN

Course: Nursing Assistant

Topic: Patients' Oral Temperatures

Procedures	Trainee Activities
Introduction to the lesson-lecture	Listening
Practice problem on the meaning of fahrenheit/centigrade scales	Reading thermometers
Break	
Demonstration of task:	Observing demonstration
1. Sterilization 2. Preparation 3. Placement in mouth	

7. Is this lesson plan missing some information? Listed below is information that could be included. For each item, circle YES if it is most important to include in the lesson plan. Circle NO if it is not important to include in the lesson plan.

   a. The supplies and materials necessary for the lesson.
   b. A translation in the trainees' native language of all steps in taking temperatures.
   c. The estimated time to be spent on each part of the lesson.
   d. An evaluation of the trainees' skills in taking oral temperatures.
   e. A list of key points to be made when summarizing the lesson.
   f. Descriptions of guided practice activities.

CATEGORY: PLAN FOR INSTRUCTION FORM B

8. An instructor is developing a vocabulary list for trainees. In what language(s) should the vocabulary list be written?

   a. All words should be written in both English and the trainees' native language.
   b. The most difficult words should be written only in the trainees' native language, with the rest of the words only in English.
   c. All words should be written only in English.
   d. The key words should be in both English and the trainees' native language, with the rest of the words only in English.

9. An instructor is developing a vocabulary list for trainees. Which of the following is the least appropriate source for identifying vocabulary words?

   a. The daily conversations of workers on the job.
   b. Former trainees in the program.
   c. A vocational education textbook.
   d. Manuals from the largest companies in the local area.

(10) Read the paragraph below. Then answer Item 10.

> An instructor has taught the same course in welding for five years. When first planning the course, she or he developed a one-day unit covering all the safety rules for the equipment and procedures the trainees would use on the job. The unit is taught the first day of each course. Posters from the Occupational Safety and Health Agency (OSHA) are hung all around the lab. After presenting the unit, a detailed written test on all safety rules is always given.

10. Which one of the following activities should the instructor not plan to do?

   a. Require trainees to follow all safety rules at every moment.
   b. Demonstrate unsafe procedures.
   c. Review accidents that have happened in the workshop periodically.
   d. Teach trainees to distinguish between somewhat unsafe and very unsafe procedures.

CATEGORY: PLAN FOR INSTRUCTION FORM B

(11) Read the paragraph below. Then answer Item 11.

> An instructor has been hired recently to teach a vocational class in housing maintenance and repair in a bilingual vocational program. He or she knows that the trainees are limited English speakers.

11. Whose responsibility will it be to teach the meanings of English words used on housing maintenance and repair jobs?

a. The vocational instructor only.
b. The English-as-a-second language instructor only.
c. Trainees who have recently graduated from the program.
d. Both the vocational instructor and the English-as-a-second language instructor.

CATEGORY: USE INSTRUCTIONAL MATERIALS AND EQUIPMENT FORM B

1. An instructor is teaching a course in fast food service. In conducting a lesson on frying, what is the best frying equipment that should be used to teach correct operation?

   a. A deep-fat fryer specially made to be as accident proof as possible.
   b. The deep-fat fryer used most frequently in local restaurants.
   c. A deep-fat fryer commonly used throughout the United States.
   d. The deep-fat fryer used in the program's cafeteria.

(2) Read the paragraph below. Then answer Item 2.

A vocational instructor in housing maintenance for a bilingual vocational program is preparing to select printed and audiovisual materials for use in the program.

2. Below are four statements that might appear in four housing maintenance manuals. Select the one example that limited English-speaking trainees will best be able to read and understand.

   a. Although a construction-grade nail will be required to penetrate a hard wood, not all nails of this quality are appropriate for all kinds of hard woods.
   b. A construction-grade nail is required for some hard woods. Do not use construction-grade nails for all types of hard woods.
   c. A construction-grade nail is required for some woods commonly called hard-woods. However, high tensile nails cannot overcome the resistance inherent in some hard woods.
   d. Construction-grade nails should be used for penetrating some hard woods, but other hard woods are not suitable for construction-grade nails.

CATEGORY: USE INSTRUCTIONAL MATERIALS AND EQUIPMENT FORM B

(3) Read the paragraph below. Then answer Item 3.

A food service instructor has selected a textbook on food preparation for use with limited English speakers in a bilingual vocational training program.

3. The instructor has also selected a slide-tape series in English from a training program for short-order cooks in a local food chain. Select the statement below that is most true.

   a. The series should be modified by developing a tape narrative in English that the trainees are likely to understand.
   b. The slide series should be used without the tape.
   c. The series should be accompanied by a written introduction in the trainees' native language.
   d. The series is appropriate because reading of English is not necessary.

CATEGORY: PROVIDE INSTRUCTION FORM B

(1) Read the paragraph below. Then answer Item 1.

> An instructor is teaching a 30-minute lesson to limited English-speaking trainees on the procedures used to clean electric typewriters. The instructor first explains the procedures in English and then demonstrates them.

1. Which of the following is the best way for the instructor to make sure that the trainees understand the explanation?

   a. Ask the trainees in their native language if they understand and continue if they say "Yes".
   b. Repeat the whole explanation in the trainee's native language.
   c. Ask the trainees to explain the steps in their native language.
   d. Ask the trainee with the best English ability to explain the steps.

2. Listed below are three classroom situations that occurred during the last month of a bilingual vocational training program in housing repair and maintenance for limited English-speaking trainees. Circle YES by the ones that describe situations where the instructor should switch to using the trainees' native language. Circle NO by ones that describe situations where the instructor should continue to use English.

   a. Most of the trainees cannot correctly carry out a work order for a repair job.
   b. Trainees cannot correctly hang a door after demonstrations have been given.
   c. The instructor notices that all trainees are having problems correctly performing one of the most important tasks in housing maintenance and repair.

(3) Read the paragraph below. Then answer Item 3.

> An instructor is preparing to introduce some carpentry students to a lesson on how to hang doors. All of the necessary materials are in the shop, including a diagram of the steps involved. None of the students has ever properly hung a door before.

3. What is the most appropriate way to introduce this lesson?

   a. Asking a series of questions about hanging a door.
   b. Having trainees identify potential problems.
   c. Demonstrating problems in hanging a door correctly.
   d. Explaining what will be done during this lesson.

CATEGORY: PROVIDE INSTRUCTION FORM B

(4,5) Read the paragraph below. Then answer Items 4 and 5.

> An instructor is teaching a class in auto body repair. Today he or she is presenting the first lesson on applying the primer coat of paint. A few of the students have done some auto painting on their own, but none have had any formal instruction.

4. While the instructor presents the demonstration, which of these is the least important?

   a. Pointing out the major objectives of the process.
   b. Reviewing earlier steps before explaining the next step.
   c. Identifying several different ways to do the job.
   d. Explaining the sequence of steps to be followed.

5. If the instructor wants to improve the demonstration, which one of the following should be done?

   a. Rehearse the demonstration.
   b. Ask students to identify errors in the instructor's techniques.
   c. Show primer coat painting techniques that are difficult to perform.
   d. Have a student demonstrate the process.

(6) Read the paragraph below. Then answer Item 6.

> An instructor teaches a course in barbering. She or he just finished presenting a lesson on trimming beards, and now the students will practice what they have learned about trimming beards.

6. While practicing trimming beards, one of the students asks the instructor a question about the appropriateness of a procedure he or she is using. What is the best technique for the instructor to use?

   a. Answer the question at the beginning of class the next day.
   b. Answer the question at the end of the class.
   c. Answer the question immediately by telling all students.
   d. Answer the question immediately for that student.

CATEGORY: PROVIDE INSTRUCTION FORM B

(7) Read the paragraph below. Then answer Item 7.

> An instructor teaches an entry-level bilingual vocational training class. During the first year of teaching, the instructor encountered several problems, such as (1) some students needed extra practice in order to master some of the difficult skills, (2) too much time was spent teaching some basic job skills during the first six weeks of the course, and (3) several students were progressing too slowly and thus delaying the progress of other students.

7. Which of the following procedures are most likely to help the instructor solve the problems identified above? Circle YES by items that describe activities that would help solve the problems. Circle NO by those items that are unlikely to help solve the problems.

   a. Allow a student to skip a skill practice if the student has already mastered the skill.
   b. Assist students to develop their own course objectives, to be completed at specified times.
   c. Develop separate lessons which each student could follow by herself or himself.
   d. Provide more lectures on the basic job skills.
   e. Provide a variety of instructional materials that a student may use at any time.
   f. Evaluate a student whenever the student is ready to be checked on a specific skill.
   g. Provide a series of alternative exercises for learning a skill.

CATEGORY: PREPARE FOR THE EMPLOYMENT OF STUDENTS FORM B

(1,2) Read the paragraph below. Then answer Items 1 and 2.

A new instructor in a beginning welding course learns that many former students have failed to find jobs in welding. After talking to other welding instructors, the instructor developed an instructional unit on how to get a job.

1. Which of the following information would be least helpful in improving the instructor's unit?

   a. Identification of shops that employ beginning welders.
   b. Data on the need for beginning welders throughout the United States.
   c. A survey of personnel managers on what they look for when a person applies for a job.
   d. The recommendations of an advisory panel of former trainees.

2. Which of the following will probably be the most effective in helping the students learn how to get jobs?

   a. Having employers talk to students about who they usually hire as beginning welders.
   b. Asking former students to discuss their job interview experiences.
   c. Setting up an advisory panel of leaders in the community.
   d. Requiring students to visit several welding shops.

CATEGORY: PREPARE FOR THE EMPLOYMENT OF STUDENTS FORM B

(3,4) Read the paragraph below. Then answer Items 3 and 4.

An instructor teaches a course in data entry for computers to a group of students who arrived recently in the United States. While the students have excellent skills, the instructor knows that many will have problems in adapting to their data entry jobs in the United States.

3. Which of the activities listed below will probably be the most effective in helping students to adapt to a job? Circle YES for the items that will be most effective. Circle NO for the items that will probably not be effective.

   a. Arranging for someone on the job to help the student during the first few days the student is on the job.
   b. Pointing out the types of data entry work available for persons of limited English-speaking ability.
   c. Contacting potential employers to gather information about work policies, working conditions, wages, hours of work, etc.
   d. Counseling students about the ways supervisors and other employees can make a job frustrating.
   e. Having former students talk to the class about the type of work they do on their jobs.

4. What is the least effective way of monitoring how well these former students adapt to their jobs?

   a. Asking the former students and their supervisors to call the instructor during the first few days on the job.
   b. Calling the former students to ask how their jobs are going.
   c. Arranging to visit the places of work and talk to the former students.
   d. Calling the employers or supervisors to find out how the former students are doing.

CATEGORY: MEASURE STUDENT PROGRESS FORM B

1. A chef instructor in a bilingual vocational training program wants to evaluate trainee performance in the chef skills being taught. Listed below are some skills that will be taught. For each skill listed, decide what kind of evaluation procedure--written or performance--is more appropriate for measuring the skill. Circle W if a written test is more appropriate for measuring the skill. Circle P if a performance test is more appropriate for measuring the skill.

   a. Different methods of cutting up a chicken.
   b. Ingredients that can be substituted for missing ingredients.
   c. Accounting practices used in local restaurants.
   d. Proper slicing of vegetables for a specific dish.

(2) Read the paragraph below. Then answer Item 2.

The students in a clerical training program are leaving soon to seek employment. The instructor wants to determine whether they have the necessary skills to hold a clerical job.

2. Which of the following topics are most important to measure when determining whether trainees have the necessary clerical skills? Circle YES for topics that are most important and circle NO for topics that are not important to measure.

   a. Completing job application form.
   b. Following the directions on a job order.
   c. Filing reports.
   d. Copying and assembling reports.
   e. Writing a resume.

3. An instructor in office education is developing a form on which to maintain a record of trainee progress. Below is a list of the kinds of information that the instructor is considering for the the record. Circle YES for those items describing the information that, as a minimum, must be included on the form. Circle NO for those items that are not as important to include on the form.

   a. Home conditions of the trainee that would affect learning.
   b. Language difficulties the trainee is having.
   c. Objectives of the course.
   d. Aptitude test scores obtained during application/screening.
   e. Language proficiency of the trainee.
   f. Instructor's general impressions of the trainee.

THE BILINGUAL VOCATIONAL INSTRUCTOR COMPETENCIES INVENTORY

ANSWER SHEET
FORM B

Name _____ DATE _____

SAMPLE ITEMS

SAMPLE A

Item 1: a b c d
Item 2: a b c d

SAMPLE B

Item 1: a YES NO
b YES NO
c YES NO
d YES NO

PLAN FOR INSTRUCTION

Item 1: a b c d
Item 2: a b c d
Item 3: a b c d
Item 4: a YES NO
b YES NO
c YES NO
d YES NO
Item 5: a YES NO
b YES NO
c YES NO
d YES NO
e YES NO
f YES NO
Item 6: a b c d
Item 7: a YES NO
b YES NO
c YES NO
d YES NO
e YES NO
f YES NO
Item 8: a b c d
Item 9: a b c d
Item 10: a b c d
Item 11: a b c d

USE INSTRUCTIONAL MATERIALS AND EQUIPMENT

Item 1: a b c d
Item 2: a b c d
Item 3: a b c d

FORM B INVENTORY ANSWER SHEET - 2

PROVIDE INSTRUCTION

Item 1: a b c d
Item 2: a YES NO
b YES NO
c YES NO
Item 3: a b c d
Item 4: a b c d
Item 5: a b c d
Item 6: a b c d
Item 7: a YES NO
b YES NO
c YES NO
d YES NO
e YES NO
f YES NO
g YES NO

PREPARE FOR THE EMPLOYMENT OF STUDENTS

Item 1: a b c d
Item 2: a b c d
Item 3: a YES NO
b YES NO
c YES NO
d YES NO
e YES NO
Item 4: a b c d

MEASURE STUDENT PROGRESS

Item 1: a W P
b W P
c W P
d W P
Item 2: a YES NO
b YES NO
c YES NO
d YES NO
e YES NO
Item 3: a YES NO
b YES NO
c YES NO
d YES NO
e YES NO
f YES NO

APPENDIX A

MINIMUM COMPETENCIES NEEDED BY JOB-RELATED ESL INSTRUCTORS IN BILINGUAL VOCATIONAL PROGRAMS

This appendix provides detailed information on the minimum competencies required for job-related ESL instructors working in bilingual vocational training programs. The descriptions of the competencies are designed to help users of the Monograph understand better each of the competencies.

Exhibit A-1 presents 11 minimum competencies in four competency categories. The numbers of competencies for the categories are: Plan for Instruction - 4, Use Instructional Materials and Equipment - 1, Provide Instruction - 3, and Measure Student Progress - 2. Five of the competency statements are similar to those identified for vocational instructors: Develop Vocabulary Lists of the Words Most Frequently Used in the Specific Job, Coordinate English Language Instruction with the Vocational Instructor, Adapt Materials Used in the Specific Job for Use by Trainees of Limited English-speaking Ability, Prepare Instruments/ Procedures to Evaluate Performance, and Determine Whether the Trainee Has the English Language Proficiency Necessary for the Specific Job.

After the competency category and the ESL competency statement have been presented, data are provided on the "rating" of the competency. The rating data indicate the percent of panel members who judged the competency as being "very essential" for job-related ESL instructors working in bilingual vocational training situations. These ratings were obtained at the same time the ratings were collected for the minimum competencies for vocational skills instructors in bilingual vocational training programs. Ratings presented are based on all reviewers because there were no significant differences between panelists with vocational backgrounds and those with ESL backgrounds.

The types of activities that job-related ESL instructors should demonstrate an ability to perform--if they have mastered the competency--are presented for each competency under the heading "Instructors Will." The format for presenting the competencies for the job-related ESL instructors, thus, is similar to that used for the vocational instructor competencies, with the exception that no "Rationale for Inclusion" section is presented. (See Chapter IV for the descriptions of competencies for vocational instructors.) The list of activities/skills for ESL instructors is intended to be illustrative rather than exhaustive. Planners of curricula for job-related ESL instructors in bilingual vocational training situations should consult additional sources of information when developing instructional modules for a competency.

Finally, much of the information on the competencies required for ESL instructors is based on the work of Ms. Mary Galvan, a consultant for bilingual vocational training programs during the past five years. Her pioneering work in this field has been invaluable for the field of bilingual vocational training.

EXHIBIT A-1

MINIMUM COMPETENCIES REQUIRED OF JOB-RELATED ESL INSTRUCTORS
COMPETENCY CATEGORY/COMPETENCY STATEMENT

PLAN FOR INSTRUCTION

1. Develop lists of types of sentences most frequently used in the specific job
2. Develop vocabulary lists of the words most frequently used in the specific job
3. Coordinate English language instruction with the vocational instructor
4. Develop learning activities that simulate the English language requirements of the specific job
5. Develop activities to teach survival skills

USE INSTRUCTIONAL MATERIALS AND EQUIPMENT

1. Adapt materials used in the specific job for use by trainees of limited English-speaking ability

PROVIDE INSTRUCTION

1. Correct a trainee's English only if an error changes the intended meaning of the statement
2. Present the types of sentences in the context of usage on the specific job
3. Present vocabulary in the context of usage on the specific job

MEASURE STUDENT PROGRESS

1. Prepare instruments/procedures to evaluate performance
2. Determine whether the trainee has the English language proficiency necessary for the specific job

COMPETENCY CATEGORY: Plan for Instruction

ESL COMPETENCY #1: Develop Lists of Types of Sentences Most Frequently Used in the Specific Job

RATING BY PANEL: 71 percent considered it Very Essential

INSTRUCTORS WILL:

Observe the use of English on the job and in the classroom/laboratory to identify essential job-related English language structures

Collect job-related materials, such as job orders, reports, bills, time sheets, trade manuals, inventory lists, personnel and work policies, and safety messages, used on the specific job

Analyze a skill or task to identify job-related English language structures

Analyze the duties, directions, and other activities requiring the use of English to identify job-related English language structures

Identify the essential job-related English language structures required to perform adequately a vocational skill or task

Identify the essential job-related English language structures required to interact with co-workers and supervisors on the job

Identify the essential job-related English language structures required for applying for and interviewing for a job

Determine the amount of speaking and understanding proficiency in English required for the specific job

Determine the amount of reading and writing proficiency in English required for the specific job

Determine the most successful sequences for teaching essential job-related English language structures required to perform adequately on the job

Identify the most common inflectional forms (plurals, possessives, tenses, adjectives, adverbs, etc.) used on the job

Identify the most common language patterns (direct objects, indirect objects, etc.) used on the job

Identify the most common sentence transformations used on the job

Analyze complex job-related English language structures to identify the basic or more simple structures that should be taught during the program

Identify the appropriate register/style used on the job

Identify the kinds of rhetoric required on the job

Identify for the vocational skills instructor the factors that affect learning job-related English language structures

COMPETENCY CATEGORY: Plan for Instruction

ESL COMPETENCY #2: Develop Vocabulary Lists of the Words Most Frequently Used in the Specific Job

RATING BY PANEL: 85 percent considered it Very Essential

INSTRUCTORS WILL:

Observe the use of English on the job and in the classroom/laboratory to identify essential job-related English vocabulary

Collect job-related materials, such as job orders, reports, bills, time sheets, trade manuals, inventory lists, personnel and work policies, and safety messages, used on the specific job

Identify names of concepts, skills, tasks, duties, directions, warnings, etc., used on the specific job

Analyze a skill or task to identify job-related English vocabulary

Identify words that have special denotations or connotations

Assess the essentialness of a word according to its frequency of use and importance of use on the job

Determine the essential job-related English vocabulary required to perform adequately a vocational skill or task

Determine the essential job-related English vocabulary required to interact with co-workers and supervisors on the job

Determine the essential job-related English vocabulary required for applying for and interviewing for a job

Determine the essential job-related jargon and slang expressions used on the job

Determine the most successful sequences for teaching essential job-related English vocabulary required to perform adequately on the job

Identify for the vocational skills instructor the factors affecting learning job-related English vocabulary

COMPETENCY CATEGORY: Plan for Instruction

ESL COMPETENCY #3: Coordinate English Language Instruction with the Vocational Instructor

RATING BY PANEL: 81 percent considered it Very Essential

INSTRUCTORS WILL:

Observe instruction in the vocational skills classroom/laboratory and, if appropriate, learn basic job skills

Obtain essential instructional materials used by the vocational skills instructor

Obtain the course outline used by the vocational skills instructor

Plan instructional units together with the vocational skills instructor

Work with the vocational skills instructor to develop lesson plans which contain both vocational skills and English language skills to be taught

Assist the vocational instructor in coordinating language instruction with vocational instruction

Sequence job-related ESL instruction to meet the needs of trainees in the vocational skills program

Develop routine procedures for monitoring the pace at which job skills and language skills instruction are proceeding

Develop a schedule with the vocational skills instructor of the sequences by which job-related English language structures and vocabulary will be learned by trainees

Coordinate vocational and language instruction at least on a weekly basis

Reach an agreement with the vocational skills instructor regarding responsibilities for teaching job-related English language structures and vocabulary

Review with the vocational skills instructor the essential English language structures required to perform adequately a skill or a task

Review with the vocational skills instructor the essential job-related English language vocabulary required to perform adequately a skill or task

Develop a common format for identifying essential job-related English language structures and vocabulary required for performing adequately on the job

Prepare instructional materials (such as audiovisual materials) which present a consistent treatment of job-related English language structures and vocabulary

Identify for the vocational skills instructor the most common problems students have in learning English language structures and vocabulary

Decide with the vocational instructor the degree of correctness required in using job-related English language structures and vocabulary

COMPETENCY CATEGORY: Plan for Instruction

ESL COMPETENCY #4: Develop Learning Activities That Simulate the English Language Requirements of the Specific Job

RATING BY PANEL: 85 percent considered it Very Essential

INSTRUCTORS WILL:

- Work with the vocational skills instructor to develop strategies for providing instruction in job-related English language structures and vocabulary
- Develop special reinforcement drills on the job-related English language structures and vocabulary needed by students in order to perform adequately a skill or task on the job or in the vocational classroom/laboratory
- Develop instructional strategies that involve the use of several senses (e.g., sight, touch, movement, smell, and taste) in addition to hearing the sounds of spoken English
- Collect examples of forms and other documents used most frequently on the job or in the vocational classroom/laboratory
- Prepare instructional materials similar to those used by local employers
- Develop instructional activities that reflect the tasks and duties usually performed on the job or in the vocational skills classroom/laboratory

COMPETENCY CATEGORY: Plan for Instruction

ESL COMPETENCY #5: Develop Activities to Teach Survival Skills

RATING BY PANEL: 52 percent considered it Very Essential

INSTRUCTOR WILL:

- Identify the types of interpersonal and consumer skills with which the students have the most trouble
- Identify the English language structures most essential for interpersonal and consumer skills
- Identify the English language vocabulary most essential for interpersonal and consumer skills
- Determine the most successful sequences for teaching English language structures and vocabulary required for survival in interpersonal and consumer situations
- Develop reinforcement drills/activites that require students to use English language structures and vocabulary necessary for survival in interpersonal and consumer situations
- Coordinate instruction in survival skills with the instruction in job-related English language structures and vocabulary
- Develop activities that require students to obtain additional information, such as reading the yellow pages of a telephone book and telephoning for information

COMPETENCY CATEGORY: Use Instructional Materials and Equipment

ESL COMPETENCY #1: Adapt Materials Used in the Specific Job for Use by Trainees of Limited English-speaking Ability

RATING BY PANEL: 88 percent considered it Very Essential

INSTRUCTORS WILL:

Select materials used on the job which may be used for job-related English instruction
Determine the appropriateness of the reading level of the written materials (in comparison to trainees' levels)
Identify the key job-related English language structures and vocabulary used in the materials
Rewrite into simpler English materials that are at a reading level too difficult for trainees
Develop illustrated materials for use as handouts
Develop instructional games
Review materials for the presence of cultural biases
Develop multimedia materials (slides, transparencies, posters, etc.) to indicate concepts, processes, tools, equipment, skill/task sequences, etc., to complement written instructional materials

COMPETENCY CATEGORY: Provide Instruction

ESL COMPETENCY #1: Correct a Trainee's English Only If an Error Changes the Intended Meaning of the Statement

RATING BY PANEL: 75 percent considered it Very Essential

INSTRUCTORS WILL:

Determine the types of errors in job-related English language structures which may have a negative impact on the adequate performance of a skill, task, or duty on the job or in the classroom/laboratory

Determine the types of errors in job-related English vocabulary which may have a negative impact on the adequate performance of a skill, task or duty on the job or in the classroom/laboratory

Identify the sounds common to both the student's native language and English

Identify the sounds unique to either the student's native language or English

Identify the body languages (gestures, etc.) that are unique to either the student's native culture or the United States culture in the local area

Identify the characteristics of the English language (such as suprasegmentals, inflectional forms, derivational forms, and other elements) that are difficult for students to use or master

Identify the areas of positive transfer between the students' native language and English

Identify the areas of interferences between the students' native language and English

Determine each trainee's level of proficiency in English and make necessary corrections accordingly

Make corrections without imparting a negative attitude toward the trainee or toward the trainee's native language or culture

COMPETENCY CATEGORY: Provide Instruction

ESL COMPETENCY #2: Present the Types of Sentences in the Context of Usage on the Specific Job

RATING BY PANEL: 73 percent considered it Very Essential

INSTRUCTORS WILL:
- Conduct special reinforcement drills for using and understanding the job-related English language structures needed by students in order to perform adequately a skill or task in the job or in the vocational classroom/laboratory
- Conduct activities that require students to use and understand the job-related English structures most frequently used in communicating with co-workers and supervisors on the job
- Conduct activities that require students to practice the use of the appropriate register/style used on the job
- Conduct activities that require students to practice the use of the different kinds of rhetoric used on the job
- Use instructional materials that are similar to the types of written materials encountered on the job

COMPETENCY CATEGORY: Provide Instruction

ESL COMPETENCY #3: Present Vocabulary in the Context of Usage on the Specific Job

RATING BY PANEL: 88 percent considered it Very Essential

INSTRUCTORS WILL:
- Conduct special reinforcement drills for using and understanding the job-related English vocabulary needed by students in order to perform adequately a skill or task on the job or in the classroom/laboratory
- Conduct activities that require students to use and understand job-related English vocabulary most frequently used in communicating with co-workers and supervisors on the job
- Use instructional materials that are similar to the types of materials used on the job

COMPETENCY CATEGORY: Measure Student Progress

ESL COMPETENCY #1: Prepare Instruments/Procedures to Evaluate Performance

RATING BY PANEL: 71 percent considered it Very Essential

INSTRUCTORS WILL:
- Develop student performance assessment criteria
- Develop criteria by which student understanding of a language concept can be assessed
- Prepare written and oral tests to measure use and knowledge of English language structures and vocabulary required on the job or in the classroom/laboratory
- Prepare performance tests to measure use of English language structures and vocabulary required on the job or in the classroom/laboratory
- Prepare tests which monitor the developmental learning of the trainees as well as their proficiencies in speaking, understanding, reading and writing English at the end of the course
- Instruct students in test-taking techniques
- Review test results with individual trainees

COMPETENCY CATEGORY: Measure Student Progress

ESL COMPETENCY #2: Determine Whether the Trainee Has the English Language Proficiency Necessary for the Specific Job

RATING BY PANEL: 81 percent considered it Very Essential

INSTRUCTORS WILL:
- Identify those English language skills most important for performing adequately on the job
- Select the instruments/procedures to measure the English language performances in speaking, understanding, reading, and writing as required for performing adequately on the job
- Determine the trainee's performance level in English after each job-related language skill has been taught
- Assess trainee progress frequently throughout the program
- Reinforce for trainees the necessity of meeting minimum levels of English language proficiency required for the specific job
- Assign additional or alternative activities to help the student learn the specific English language skills that are not performed at a level required for performing adequately on the job

APPENDIX B

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAMS
FUNDED BY THE U.S. OFFICE OF EDUCATION
FOR THE 1980 FISCAL YEAR

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[1] The numbers of panelists who submitted completed reviews of the competencies and test items are as follows: first review of the competencies, 34; second review of the competencies, 32; third review of the competencies, 50; first review of the test items 33, and second review of the test items, 30. Twenty-one panelists were added to the Experts/Practitioners Panel for the third and final review of the competencies.

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APPENDIX D

FOREIGN SERVICE INSTITUTE LANGUAGE PROFICIENCY RATINGS: A BRIEF SUMMARY

The Foreign Service Institute of the U.S. Department of State has developed two measures of language proficiency: a checklist for self-appraisal of speaking proficiency and absolute language proficiency rating scales for both speaking and reading. There are five levels of the ratings, with each level being based on a description of the types of language skills required to perform particular types of activities. The language proficiency ratings are usually established in an interview conducted by two raters, one a trained linguist and one a native speaker of the language being assessed. The proficiency scales are primarily intended to apply to governmental personnel engaged in international affairs.

As mentioned in Chapter III of the Monograph, the Foreign Service Institute (FSI) scales were adapted for use in this project. The specific adaptation was very minor, consisting of adding aural or listening proficiency to the speaking or oral scale and adding writing proficiency to the reading scale. The operationalized criteria that were adapted for use in this study to establish the prerequisite language proficiency competencies for vocational and ESL instructors are listed below.

ORAL/AURAL PROFICIENCY

Rating	Operationalized Criteria
1.	Elementary (Able to satisfy routine travel needs and minimum courtesy requirements)
2.	Limited Working (Able to satisfy routine social demands and limited work requirements)
3.	Minimum Professional (Able to participate effectively in most formal and informal conversations on practical, social, and professional topics)
4.	Full Professional (Able to use the language fluently and accurately on all levels normally pertinent to professional needs)
5.	Native or Bilingual (Proficiency equivalent to an educated native speaker)

READING/WRITING PROFICIENCY

Rating	Operationalized Criteria
1.	Elementary (Able to read and write some personal and place names, street signs, office and shop designations, numbers, and isolated words and phrases)
2.	Limited Working (Able to read and write simple prose on subjects within a familiar context)
3.	Minimum Professional (Able to read newspaper items addressed to the general reader, routine correspondence, reports and technical material in the special field and to write similar materials)
4.	Full Professional (Able to read and write all styles and forms of the language)
5.	Native or Bilingual (Proficiency equivalent to an educated native speaker)

APPENDIX E

CRITERIA FOR SELECTING PILOT TEST PARTICIPANTS FOR FINAL ANALYSES

Pilot test participants were classified into four criterion groups for selection of the final analysis sample: (1) master bilingual vocational training instructors, (2) master non-bilingual vocational training instructors, (3) novice bilingual vocational training instructors, and (4) novice non-bilingual vocational training instructors. The original group assignments were based on judgments made by persons who assisted in the identification of pilot test participants. These persons were sent a list of criteria. To verify the accuracy of the criterion group assignments, participants were asked a series of questions related to the criteria during the pilot test. After initial analyses, these criteria were further operationalized and five criteria were established for classifying preservice and inservice instructors into one of these four criterion groups. Instructors had to have complete information on all five criteria in order to be assigned to one of the four groups, i.e., instructors with missing data on any of the items measuring these criteria were deleted from the sample. In addition, all five criteria had to be met, e.g., instructors who met four of the criteria but did not meet a fifth criterion were also deleted from the sample.

The first criterion--Trainees' Native Language--refers to the instructor's proficiency in the mother tongue or first langauge of the trainees, for example, Spanish or Chinese. The level of proficiency for each instructor in the trainees' native language and in English has been operationalized with the Foreign Service Institute (FSI) langauge proficiency ratings. (See Appendix D for a description of the FSI and the five levels of proficiency.) For example, to be included, most bilingual vocational training instructors had to have a proficiency of at least a Level 3 in the trainees' native language and a proficiency of at least a Level 4 in the English language. On the other hand, the language proficiency criteria for non-bilingual vocational training instructors in the trainees' native language was a 1 or 2 rating on the FSI and preferably, a 0, i.e. with no proficiency at all in a language other than English. Non-bilingual instructors had to have a language proficiency rating of at least 4 on the FSI in English.

The other three criteria include: (1) years working experience in the specific occupation, e.g., welding, auto mechanics, and food preparation (teaching experience in the occupation was excluded from this criterion); (2) hours of professional teacher education courses; and (3) years of formal teaching experience. These three criteria, of course, vary across the four groups.

Listed below, by criterion group, are the criteria used to select pilot test participants for the final analyses.

MASTER BILINGUAL VOCATIONAL TRAINING INSTRUCTORS

1. Trainee's native language -- at least a Level 3 on the Foreign Service Institute (FSI) language proficiency rating scale, Minimum Professional, as defined below.

   A. Oral/Aural - able to participate effectively in most formal and informal conversations on practical, social, and professional topics.

   B. Reading/Writing - able to read newspaper items addressed to the general reader, routine correspondence, reports and technical materials in the special field and to write similar materials.

2. English -- at least Level 4 on FSI, Full Professional.

   A. Oral/Aural - able to use the language fluently and accurately on all levels normally pertinent to professional needs.

   B. Reading/Writing - able to read and write all styles and forms of the language.

3. Have at least three years working experience in the specific occupational area.

4. Have completed 13 or more quarter hours of professional teacher education courses.

5. Have at least three years of formal teaching experience, with at least one full year teaching experience in a bilingual vocational training program.

MASTER NON-BILINGUAL VOCATIONAL TRAINING INSTRUCTORS

1. Trainees' native language -- Below Level 3 on FSI. (See above.) Preferably no proficiency at all.

2. English -- at least a Level 4 on FSI. (See above.)

3. Have at least three years working experience in the specific occupational area.

4. Have completed 13 or more quarter hours of professional teacher education courses.

5. Have at least three years of formal teaching experience, but no teaching experience in a bilingual vocational training program.

NOVICE BILINGUAL VOCATIONAL TRAINING INSTRUCTORS

1. Trainee's native language -- at least a Level 3 on FSI, Minimum Professional. (See above.)

2. English -- at least a Level 4 on FSI, Full Professional. (See above.)

3. One or more years of working experience in the occupation.

4. Have completed only one introductory course in professional education or, preferably, no courses at all in education.

5. Have less than one full school year of formal teaching experience.

NOVICE NON-BILINGUAL VOCATIONAL TRAINING INSTRUCTORS

1. Trainee's native language -- Below Level 3 on FSI. (See above.) Preferably no proficiency at all.

2. English -- at least a Level 4 on FSI, Full Professional. (See above.)

3. One or more years of working experience in the occupation.

4. Have completed only one introductory course in professional education or, preferably, no courses at all in education.

5. Have less than one full school year of formal teaching experience.

APPENDIX F

INSTRUCTIONS FOR SCORING THE INVENTORY AND PILOT TEST RESULTS

SCORING THE INVENTORY

Because the Inventory is a multiple-choice test, the scoring of it is straightforward. Keys are presented for Form A and Form B in Exhibits F-1 and F-2, respectively. Items that are not answered or that have more than one answer are scored as incorrect. An instructor trainee's score is obtained by simply adding up the number of times that the correct answer, as indicated on the key, has been selected. Note that some test items are not to be scored. (These items were left in the test in order that the final version of the test contain items similar to the pilot test, since a second pilot test was not possible.)

EQUATING FORM A AND FORM B RAW SCORES

Because the two forms of the Inventory do not contain the same number of items and because the items on the two forms are not equivalent in difficulty, raw scores must be adjusted when comparing Form A and Form B scores when one form is administered as a pretest and the other as a posttest. Regardless of which form is administered as a pretest or posttest, the adjustment is accomplished in a simple manner by first converting all raw scores on both Form A and Form B to percent scores, i.e., to express the scores on both forms as percents of the total possible scores. (For example, there is a total possible score of 17 on the Plan for Instruction category, Form A. If a person scores 3, the percent is computed by dividing 3/17 and is therefore 18%.) Secondly, all Form B percents for each subtest, i.e., category, and the total score would be multiplied by the factors listed in Exhibit F-3. (For example, if a person's percent score on Form B in the category Plan for Instruction is 80%, the adjusted percent score would be 88%.) In summary, the procedure is to (1) express all raw scores for Form A and Form B as a percent of the total possible and (2) multiply the Form B percents by the factors listed to obtain equated Form B percents. These equated percent scores could then be used, for example, in dependent t-test analyses to determine if there were a significant gain between pretest and posttest for the instructor trainees. The equating process should be applied to all instructors taking the Inventory, regardless of previous training and experience. (If the same form is administered both as a pretest and a posttest, no adjustment of raw scores is necessary.)

PILOT TEST RESULTS

Exhibit F-3 also lists pilot test results for all participants who met the established criteria for the subgroups. Means and means expressed as a percentage of the total possible score are presented for all participants and for master instructors--both bilingual and non-bilingual--and novice instructors--both bilingual and non-bilingual. (Analyses of variance indicated that both master bilingual instructors and master non-bilingual instructors scored significantly higher than novices, although master non-bilingual instructors sometimes scored significantly higher than master bilingual instructors.) More technical data are presented in the Final Report.

EXHIBIT F-1

THE BILINGUAL VOCATIONAL INSTRUCTOR COMPETENCIES INVENTORY

KEY
FORM A

Name _____ DATE _____

SAMPLE ITEMS

SAMPLE A

Item 1: a b c (d)
Item 2: a b (c) d

SAMPLE B

Item 1: a (YES) NO
b (YES) NO
c YES (NO)
d (YES) NO

PLAN FOR INSTRUCTION

Item 1: a b c (d)
Item 2: a YES (NO)
b (YES) NO
c YES (NO)
d (YES) NO
e YES (NO)
f (YES) NO
g (YES) NO
Item 3: a DO NOT SCORE
b (YES) NO
c DO NOT SCORE
d DO NOT SCORE
e DO NOT SCORE
f DO NOT SCORE
Item 4: a (b) c d
Item 5: a DO NOT SCORE
b DO NOT SCORE
c DO NOT SCORE
d (YES) NO
e (YES) NO
f DO NOT SCORE
Item 6: a (b) c d
Item 7: a b c (d)
Item 8: a b c (d)
Item 9: a (b) c d
Item 10: (a) b c d

USE INSTRUCTIONAL MATERIALS AND EQUIPMENT

Item 1: a (b) c d
Item 2: a b (c) d
Item 3: a (b) c d
Item 4: (a) b c d

EXHIBIT F-1 (CONTINUED)

FORM A INVENTORY KEY - 2

PROVIDE INSTRUCTION

Item 1:	a	b	**c**	d	Item 7:	a	DO NOT SCORE
Item 2:	a	DO NOT SCORE				b	DO NOT SCORE
	b	DO NOT SCORE				c	DO NOT SCORE
	c	**YES**	NO			d	**YES** NO
Item 3:	a	b	**c**	d		e	DO NOT SCORE
Item 4:	a	b	**c**	d		f	DO NOT SCORE
Item 5:	**a**	b	c	d		g	YES **NO**
Item 6:	**a**	b	c	d			

PREPARE FOR THE EMPLOYMENT OF STUDENTS

Item 1:	**a**	b	c	d
Item 2:	a	**YES**	NO	
	b	DO NOT SCORE		
	c	DO NOT SCORE		
	d	DO NOT SCORE		
	e	DO NOT SCORE		

MEASURE STUDENT PROGRESS

Item 1:	a	DO NOT SCORE			Item 3:	**a**	b c d
	b	DO NOT SCORE			Item 4:	a	**YES** NO
	c	W	**P**			b	DO NOT SCORE
	d	DO NOT SCORE				c	DO NOT SCORE
Item 2:	a	DO NOT SCORE				d	YES **NO**
	b	DO NOT SCORE				e	**YES** NO
	c	DO NOT SCORE				f	DO NOT SCORE
	d	DO NOT SCORE					
	e	YES	**NO**				

EXHIBIT F-2

THE BILINGUAL VOCATIONAL INSTRUCTOR COMPETENCIES INVENTORY

KEY
FORM B

Name _____ DATE _____

SAMPLE ITEMS

SAMPLE A

Item 1: a b c **d**
Item 2: a b **c** d

SAMPLE B

Item 1: a **YES** NO
b **YES** NO
c YES **NO**
d **YES** NO

PLAN FOR INSTRUCTION

Item 1: a b **c** d
Item 2: a b c **d**
Item 3: **a** b c d
Item 4: a YES **NO**
b YES **NO**
c **YES** NO
d **YES** NO
Item 5: a **YES** NO
b **YES** NO
c DO NOT SCORE
d **YES** NO
e YES **NO**
f DO NOT SCORE
Item 6: **a** b c d
Item 7: a DO NOT SCORE
b YES **NO**
c DO NOT SCORE
d **YES** NO
e DO NOT SCORE
f **YES** NO
Item 8: a b c **d**
Item 9: a b **c** d
Item 10: a **b** c d
Item 11: a b c **d**

USE INSTRUCTIONAL MATERIALS AND EQUIPMENT

Item 1: a **b** c d
Item 2: a **b** c d
Item 3: **a** b c d

EXHIBIT F-2 (CONTINUED)

FORM B INVENTORY KEY - 2

PROVIDE INSTRUCTION

Item 1: a b **c** d
Item 2: a DO NOT SCORE
b **YES** NO
c DO NOT SCORE
Item 3: a b c **d**
Item 4: a b **c** d
Item 5: **a** b c d
Item 6: a b c **d**

Item 7: a **YES** NO
b DO NOT SCORE
c **YES** NO
d YES **NO**
e **YES** NO
f **YES** NO
g **YES** NO

PREPARE FOR THE EMPLOYMENT OF STUDENTS

Item 1: a **b** c d
Item 2: **a** b c d
Item 3: a **YES** NO
b DO NOT SCORE
c DO NOT SCORE
d DO NOT SCORE
e **YES** NO
Item 4: **a** b c d

MEASURE STUDENT PROGRESS

Item 1: a W **P**
b DO NOT SCORE
c DO NOT SCORE
d W **P**
Item 2: a DO NOT SCORE
b **YES** NO
c DO NOT SCORE
d DO NOT SCORE
e DO NOT SCORE

Item 3: a YES **NO**
b DO NOT SCORE
c **YES** NO
d DO NOT SCORE
e **YES** NO
f DO NOT SCORE

EXHIBIT F-3

PILOT TEST RESULTS AND PROCEDURES FOR EQUATING TEST SCORES

RAW SCORE MEANS[1] FOR ALL PARTICIPANTS, MASTER INSTRUCTORS, AND NOVICE INSTRUCTORS

CATEGORY[2] (FORM)	ALL (N=165)	MASTER (N=111)	NOVICE (N=54)
Plan(A)	11.0(65%)	11.9(70%)	9.3(55%)
Plan(B)	11.3(59%)	12.1(64%)	9.6(51%)
(Equate A and B by multiplying B percent score by 1.1.)			
Use(A)	2.5(63%)	2.6(65%)	2.1(53%)
Use(B)	1.8(60%)	2.0(67%)	1.5(50%)
(Equate A and B by multiplying B percent score by 1.05.)			
Provide(A)	4.6(58%)	5.1(64%)	3.8(48%)
Provide(B)	7.6(63%)	8.1(68%)	6.7(56%)
(Equate A and B by multiplying B percent score by 0.92.)			
Prepare(A)	1.4(70%)	1.5(75%)	1.3(65%)
Prepare(B)	3.0(60%)	3.2(64%)	2.6(52%)
(Equate A and B by multiplying B percent score by 1.17.)			
Measure(A)	3.2(53%)	3.4(57%)	2.7(45%)
Measure(B)	4.8(80%)	5.1(85%)	4.4(73%)
(Equate A and B by multiplying B percent score by 0.66.)			
Total(A)	22.7(61%)	24.5(66%)	19.1(52%)
Total(B)	28.6(64%)	30.5(68%)	24.8(55%)
(Equate A and B by multiplying B percent score by 0.95.)			

[1] The percents in parentheses by each mean are the means expressed as a percentage of the total possible score.

[2] Only the first word of each category name is listed here. Thus, "Plan" indicates the category "Plan for Instruction" and "Use", the category "Use Instructional Materials and Equipment", etc. The letter A indicates Form A and the letter B, Form B.

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